



St Peter's

CATHOLIC PRIMARY SCHOOL

Student Behaviour Support Plan

2026

Contents

School Mission and Vision – In Christ We Achieve.....	3
Our School Context	3
Consultation and Review Process.....	4
Section A: Our Student Behaviour Support Systems.....	4
1. Our Beliefs and Common Philosophy about Learning and Teaching.....	4
2. Our Systems Approach - Positive Behaviour for Learning (PB4L).....	5
3. Student Behaviour Support Leadership & Professional Learning for School staff.....	6
Section B: Our Student Behaviour Support Practices	7
1. Clarity: Our Expectations	7
2. Focus: Teaching Expected behaviour	11
3. Feedback: Encouraging Productive Behaviours for learning	11
4. Feedforward: Responding to Unproductive Behaviours.....	14
5. BCE Formal Sanctions.....	17
6. Bullying and Cyberbullying – information, prevention, and school responses.....	18
Section C: Our Student Behaviour Support Data	24
1. Data Informed Decision Making.....	24
References	26
Appendix A - Behaviour Definitions.....	27

School Mission and Vision – In Christ We Achieve

St Peter's Catholic Primary School Caboolture is a parish-based school. Our Vision, Mission, Beliefs and Values guide all that we do. Inspired by St. Mary MacKillop, we live learning in a community of faith and love. In the Catholic faith tradition, and embodying the Gospel values of freedom and love, we will strive for excellence in learning and teaching.

The infographic features a dark blue background with a large white crosshair graphic on the left. It includes the school logo at the top right, which depicts a globe with a cross and the text 'St Peter's CATHOLIC PRIMARY SCHOOL'. Two circular photos of students in school uniforms are placed in the center. The text is organized into sections: 'WE VALUE...' with sub-sections for RESPECT, RESPONSIBILITY, and RESILIENCE; 'KEEPING SAFE'; 'MISSION'; and 'VISION'. At the bottom, it states 'St Peter is the ROCK on which We Build Our Community' and 'In Christ We Achieve'. A small logo at the bottom left identifies it as 'A Brisbane Catholic Education School'.

WE VALUE...

RESPECT
We are an inclusive community who treat others with kindness, dignity, and consideration.

RESPONSIBILITY
We are determined to make positive, authentic and helpful choices and take ownership of our actions and their impact.

RESILIENCE
We encourage individuals to strive to be successful learners who are persistent and pursue excellence.

KEEPING SAFE
We strive to ensure the safety and wellbeing of all members of our community.

MISSION
In the Catholic faith tradition and embodying the Gospel values of freedom and love, we will strive for excellence in learning and teaching.

VISION
Inspired by St Mary MacKillop, we live learning, in a community of faith and love.

St Peter is the **ROCK** on which We Build Our Community

In Christ We Achieve

A Brisbane Catholic Education School

Our School Context

St Peter's currently has an enrolment of 650 students. It is situated in an area of rapid growth and offers a range of affordable housing within driving distance of Brisbane. St Peter's has established itself as a school of choice in the local area as demand for placement continues to be high. St Peter's has a high rate of student retention due to the high-quality learning and teaching, extensive extra-curricular programs and inclusive Catholic education which is delivered to cater to the individual needs of each student.

St Peter's is proud of its Josephite tradition. We try to live the message promoted by St Mary MacKillop – *'Never see a need without doing something about it.'* Our students are proud and supportive of their school. They show respect to teachers, adults and fellow students. Students know what is expected of them and strive to meet these high standards.

Consultation and Review Process

Since 2016, staff at St Peter's have attended PB4L professional learning in Tier 1, 2 and 3 supports. The Student Support Team, consisting of two Support Teachers: Inclusive Education, a Support Teacher: Engagement and Wellbeing, a Support Teacher: Student Wellbeing and a Guidance Counsellor, are responsible for overseeing and prioritising these student supports. In 2018, staff engaged with professional learning for the PB4L Universal Supports (Tier 1) and a universal supports team of teachers from across the year levels was established.

At the beginning of 2022, the role of Support Teacher: Engagement and Wellbeing was introduced to St Peter's. The purpose of the role of Support Teacher: Engagement and Wellbeing is to support the school and teachers to facilitate engagement and wellbeing of students across the full range of abilities, whilst leading PB4L practices throughout the school. The Support Teacher: Engagement & Wellbeing use the principles of inclusive education to provide flexibility to respond to the diverse needs of students at St Peter's.

The SBS plan, along with PB4L practices, are included in the induction program for new staff. A refresher of PB4L practices form part of the professional development days each year.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

St Peter's 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:

- School plays a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development of young Australians (Alice Springs [Mparntwe] Education Declaration).
- Schools should support every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face (Alice Springs [Mparntwe] Education Declaration).
- Every day at school, students have opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned; therefore, responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn and the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to every student's success.
- Using restorative practices to restore positive relationships and solve interpersonal issues.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing

learning dispositions for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

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

What is Positive Behaviour for Learning?

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

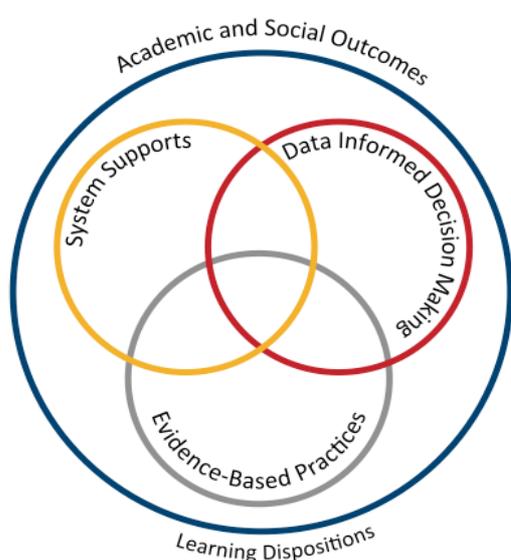


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

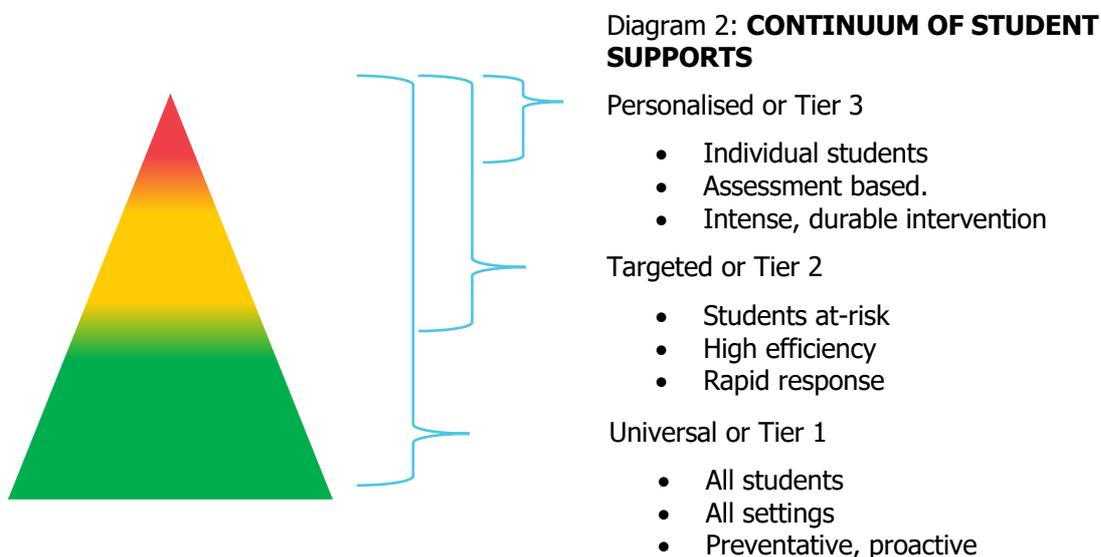
Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have fewer behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

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

Tier 1 Universal Supports Team

This consists of teachers across the year levels, along with school officers and representatives from the leadership and student support teams, who meet at least twice per term to embed universal supports across the school. The Tier 1 Universal Supports analyses Engage Student Support System data to ensure the fidelity and effectiveness of current systems in place. Agendas and minutes are uploaded to the school Staff Portal.

Throughout 2020 and 2021, all staff engaged in a range of professional development focused on restorative practices and circle work pedagogies from Margaret Thorsborne and Sue Attrill.

In June 2022, members of the Tier 1 Universal Supports Team attended the Queensland Positive Behaviour for Learning conference, enabling them to engage in a wide range of professional development sessions.

In March 2023, St Peter's welcomed Ian Luscombe, a consultant in building positive behavioural interventions and supports in schools. During this time, the leadership team were provided with coaching and feedback on how to improve and refine our whole school behaviour processes and procedures. All staff were given the opportunity to engage in professional development, which provided guidance regarding how to effectively respond to unproductive behaviour.

In 2024 St Peter's welcomed and engaged further with Sue Attrill who again delivered professional development regarding Circle Work and how this restorative approach can assist with dealing with conflict behaviour. In addition, Circle Work is a proactive approach to developing relationships in the classroom by building trust and connectedness while helping children to feel a sense of belonging. This process is also able to be used to problem solve collectively in a group setting.

Tier 2 Targeted & Tier 3 Individual Support Team

This team consists of the Support Teacher: Engagement and Wellbeing, Support Teachers: Inclusive Education, Guidance Counsellor and the Leadership Team. They meet weekly to prioritise and provide students with more support.

In 2022, members of the Tier 2 Targeted & Tier 3 Individual Supports Teams engaged in the following training:

- Functional Behaviour Assessment (PTR-FBA)
- Crisis Prevention Institute Safety and Verbal Interventions
- The Zones of Regulation – Introduction and School-wide Implementation
- Evolve Therapeutic Services – Introduction to Trauma and Attachment
- Restorative Practices with Margaret Thorsborne

In 2023, all staff members engaged in a Trauma Aware Schools Presentation delivered by Dr Judith Howard.

All teachers are encouraged to be entering and analysing data using Engage and the BI tool.

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 school matrix is based on the ROCK acronym from Patron Saint of the School and Parish, St Peter. It reflects our values and expectations:

- Respect
- Responsibility
- Resilience
- Keeping Safe

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

about behaviours for learning at school. This document was reviewed in 2024 holistically by staff, students and parents. During this process the community determined that at St Peter's we value the core values of Respect, Responsibility, Resilience and Keeping Safe during learning, when connecting with others and out and about. This review process has helped reinforce consistent expectations across the school and support positive student behaviours.

In 2020, the St Peter's Learning Rock Climb was introduced (see next pages). Students are taught how to articulate where they are on their learning journey and how to improve, using the language of the learning climb.

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

St Peter is the ROCK on which We Build Our Community			
			
ST PETER'S VALUES	LEARNING	CONNECTING WITH OTHERS	OUT AND ABOUT
RESPECT	<ul style="list-style-type: none"> • I encourage others and show kindness • I acknowledge and value contributions of others • I care for property used for learning 	<ul style="list-style-type: none"> • I am aware of the feelings of others and use kind words • I am inclusive of others • I care for play equipment and the environment 	<ul style="list-style-type: none"> • I smile and greet others • I actively participate in school events • I clean up areas and put rubbish in the bins
RESPONSIBILITY	<ul style="list-style-type: none"> • I am engaged and participate • I am an active listener • I think before I speak and act 	<ul style="list-style-type: none"> • I listen to the staff on duty • I help others who are in need • I follow the rules of the game 	<ul style="list-style-type: none"> • I am in the correct area • I move silently or quietly • I line up appropriately
RESILIENCE	<ul style="list-style-type: none"> • I persist through challenges • I set and work towards goals • I seek and use feedback 	<ul style="list-style-type: none"> • I am a good sport • I use the Choice Chart to problem solve • I am aware of my emotions and where I feel them in my body 	<ul style="list-style-type: none"> • I wait patiently to enter and leave gathering • I am prepared and organised • I can accept change and request help when required
KEEPING SAFE	<ul style="list-style-type: none"> • I follow instructions • I use technology appropriately • I seek permission 	<ul style="list-style-type: none"> • I use my hands, feet and objects safely • I am aware of my surroundings and the personal space of others • I recognise, react and report unsafe behaviour 	<ul style="list-style-type: none"> • I follow school routines • I am sun safe • I use toilets appropriately



2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation day
- Time built into the first weeks of school and boosters later in the year (Belonging Unit)
- Assemblies followed by group practice.
- New student orientations when needed.
- Year 6 ministries role modelling
- Circle time embedded in classroom practice.
- Structured transitions (into school and back into the classroom following lunch breaks)
- The Resilience Project
- Explicitly identifying Engaged Behaviours at the beginning of lessons
- Role playing and taking photographs of what behaviours look like in practice.
- Leadership team engaging in Behaviour Talks with all cohorts at the beginning of the school year.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The Choice Chart is a school wide resource implemented to assist students at St Peter's in making positive social choices. Students are encouraged to refer to and utilise the Choice Chart when encountered with different social or emotional situations independently or with the support of staff. This tool provides students with the opportunity to continue to build their social skill set and become confident in a range of social settings (see next page). This resource is displayed in each classroom and in different spaces in the school community.

PB4L
Positive Behaviour for Learning
@ **St Peter's**



A Brisbane Catholic Education School

In addition, staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Praise/descriptive encouragement (verbal/non-verbal/written)
- Weekly class ROCK Star awards given at assembly focusing on learner qualities and expected behaviours.
- Token/point/star systems.
- Public display of work (classroom, resource centre)
- Individual, class, or year level rewards
- Class responsibilities (e.g. messenger, captains, teacher's helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents.
- That's Gold Award – a daily award presented by a member of the leadership team to acknowledge and celebrate work produced by students.
- Sharing work with others (Principal, AP, AP:RE, other year level classes, buddy classes, parents)
- Articles in St Peter's School Newsletter
- GEM Awards – recognition of students demonstrating gratitude, empathy, mindfulness and emotional literacy. A whole school reward system built around wellbeing and creating more resilient individuals.
- Spirit of St Peter's Award – presented each semester to one student in each class.
- Personalised goal setting with students at a classroom level

Tier 2 Targeted Supports:

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

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

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

- Check in Check out – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Check and Connect – Informal check-ins with a leadership or student support staff member. The purpose of check and connect is to provide students with the opportunity

to connect, converse and regulate with an adult in a safe, supportive space. This helps students to re-engage with the learning environment.

- Social Skills 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.
- Base Camp – Students attend a supportive and structured environment before school and/or during lunch breaks in which social skills and regulation are targeted and explicitly taught and modelled. This provides with them time to connect with peers, whilst receiving positive reinforcement and support from a teacher, or a member of the student support or leadership teams.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour have 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 (PTR-FBA) with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Restorative Conversations facilitated by members of the Tier 2 & 3 teams.
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Mentoring – a student is paired with a teacher mentor who connects with them around their academic and social learning.
- Base Camp Learning Space – an alternative learning space for students who require planned, structured times away from the classroom.

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. Trauma-Aware Education has been important at St Peter's to support learners who are living with the outcomes of complex developmental trauma.

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 Support Teacher: Engagement and Wellbeing and/or 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, re-teaching behaviours and engaging in restorative conversations. Appendix A includes a summary of practices that may be utilised.

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

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Decrease demands • Setting limits • Regulation break – sensory tools and/or movement breaks • Restate expectations • Teacher check-in with student • Individual Crisis Support and Management Plans • Exit plan for the class 	<ul style="list-style-type: none"> • Collaborative problem solving • Teacher-student conference • Teacher-student-parent conference • Teacher-student-leadership conference • Teacher-parent consultation • Re-teach positive behaviours for learning. • Office referral – time out of the classroom and/or playground 	<ul style="list-style-type: none"> • Student apology • Restorative practice • Circle time. • Restorative conversation (prepared, planned, and structured)

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised learning space (e.g. Base Camp) or in the office (Take 5 Room). The intent of the 'time out' is for a student to reset, self-regulate or co-regulate their emotions in order to return to the classroom ready for learning.

Major behaviours include those which are more serious or involve chronic disruption, concerns for safety of the student or others, or are potentially illegal. This will typically result in actions taken by the School Leadership that may include intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

This response is outlined in the following poster which is displayed in each classroom (see next page).



Responding to Unproductive Behaviours

Throughout each stage of this process, staff ensure that effective **universal supports** have been implemented for all students. They also ensure that the task is both **fair** and **reasonable** for each student. They follow and implement any strategies and recommendations outlined in **Personalised Support Plans** and consider ways to **prevent**, **teach** and **reinforce** expected and engaged behaviours.

Further Reflection

If agreed upon by the staff member and leadership, the teacher or school officer might decline a student's request to return to class at that stage.

If this is the case the student will then return to the office for further reflection. After approximately 20-30 minutes, they will return to the classroom and follow the process outlined in the previous step.

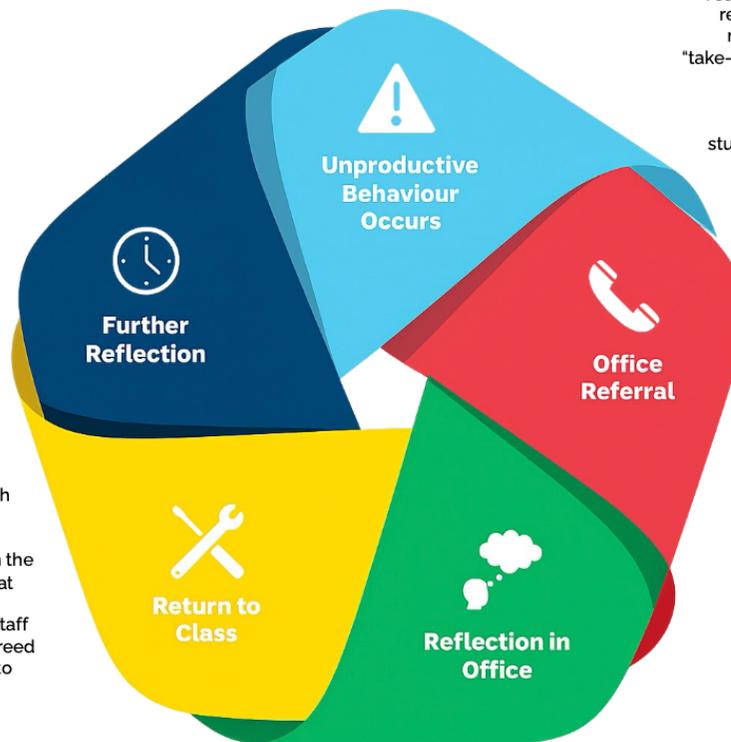
NOTE: Typically, it would only be appropriate to opt for further reflection in the office after **multiple** office referrals in one day. For example, if the student has been referred to the office and returned to class twice, it might be appropriate to use this option on their third time out of class.

Return to Class

Following reflection, the student returns to the classroom with the staff member who worked with them in the office.

The student engages in a restorative process with the staff member who gave the original instruction that was not followed. They apologise to the staff member and ask to return to the classroom. The staff member accepts the apology and delivers the agreed upon response to the student's request to return to the class (e.g., "You are welcome back in our classroom. This is where you belong").

The student is required to complete the last instruction before returning to what the remainder of their class is currently doing.



Unproductive Behaviour Occurs

Teacher or School Officer follows the provided script by restating the expectation a number of times in a calm, matter-of-fact tone. Be sure to provide students with "take-up time" (approx. 2-5 minutes) between each step of the script.

If an unproductive behaviour continues, allocate the student to a 2-minute detention at the beginning of the next break, (teacher-managed consequence).

Office Referral

If after following the script the behaviour continues (or the behaviour is aggressive or unsafe in nature), staff call the office (extension 266) for further support and complete the Unproductive Behaviour Support Card.

The Student Support Team will attend as soon as possible. If needed, they will refer the incident on to the Leadership Team.

The teacher records the incident on Engage at their earliest convenience.

Reflection in Office

After transitioning to the office, the student will engage in a process of regulation, reflection and discussion with the staff member that the incident was referred to.

This is time to sit, think about and discuss what has occurred rather than time to complete missed work. This process is only intended to take 5-10 minutes, however, may take longer in some situations depending on what has occurred or how regulated the student is at the time

5. BCE Formal Sanctions

St Peter's implements and adheres to Brisbane Catholic Education procedures and policies regarding the formal sanctions listed below:

- Detention Process at St Peter's:**
 Detention is any period when a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as lunchtime or recreation time. During this time, students are supervised by a member of the school Leadership Team or Support Team and parents are contacted via a phone call.
- Suspension Process at St Peter's:**
 Suspension is 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. Suspension is only one strategy for managing inappropriate 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 rejoin the school community as quickly as possible. A member of the school Leadership Team will document suspension details on the Engage Student Support System and make contact with parents/guardians.
- Exclusion at St Peter's:**
 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.

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: <ul style="list-style-type: none"> (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 responses

The St Peter's community endeavours to build a quality, safe environment where learning is relevant, motivating and meaningful because our students have developed the knowledge, skills and Christian values needed for life's journey.

Our community strives to create this supportive learning environment by:

- Treating each other with dignity and respect
- Adopting a proactive rather than reactive approach to bullying
- Taking a multi-faceted approach to prevention and response to bullying
- Working together to create a shared understanding of processes and procedures around bullying.

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

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

At St Peter's, staff and students are regularly provided with a range of learning opportunities to develop a clear understanding of bullying and harassment, along with effective ways to prevent and respond to such behaviours.

Staff engage in a range of professional learning opportunities through the year, including staff meetings, twilight professional development sessions, year level meetings, PB4L meetings and, where appropriate, also engage with external providers/specialists. Staff are

actively supported in responding to such behaviours by the Leadership and Student Support teams.

Our school Guidance Counsellor regularly shares current research and practices with parents/caregivers through articles in the school's newsletter which is distributed digitally on a fortnightly basis.

When responding to reports of bullying behaviours, it is important to understand that other forms of unproductive behaviours are often confused with bullying. Bullying is not:

- A 'one off' incident involving social isolation, conflict, random acts of aggression/intimidation or meanness.
- Conflict between two students where there is equal balance of power and both students want to find a solution to the conflict.
- Talking to a teacher or parent about something that someone has done.
- A random act of hurt or harm against another student without that student provoking the other.
- A random act of destroying property.
- Leaving someone out of an activity once because of different interests or skills.
- Standing up for others and reporting bullying behaviour.
- Accidents where there is no intention to hurt or harm.

A bystander is a person who is an onlooker to a bullying incident. If a bystander encourages bullying behaviours or witnesses bullying behaviours and does not report the incident, their behaviour contributes to bullying.

Responsibilities of Children

- To have an understanding of bullying, bullying behaviours, bystanders and cyberbullying.
- To appropriately report incidents – if you believe you are being bullied; or are a bystander to a bullying incident.
- To work in partnership with the school and their family to resolve bullying incidents.
- To help someone who is being bullied.
- To not bully others
- To use appropriate, positive anti-bullying behaviours

Responsibilities of Staff

- To model, educate and suggest appropriate, anti-bullying behaviours and supportive bystander behaviours.
- To work in partnership with families to resolve bullying incidents.
- To listen to all student reports and watch for signs of possible bullying.
- To ensure that children are supervised adequately.
- To respond to all reported and observed incidents of bullying as set out in this section.

Responsibilities of Parents

- To support the information outlined in the St Peter's Student Behaviour Support Plan
- To work in partnership with the school to resolve bullying incidents.

- To model, educate and discuss appropriate, positive anti-bullying behaviours.
- To watch for signs of changes in behaviour at home, which may be an indication of bullying and inform the child's teacher of these changes in a timely manner.
- To encourage and support your child to inform a teacher if they are being bullied or witness bullying as a bystander.
- Parents may need to be an advocate on their child's behalf about bullying with the class teacher or school leadership team members.
- Under no circumstances should parents contact other parents or children regarding the issue

2. Teaching about Bullying and Harassment

At St Peter's, students regularly engage in learning experiences that promote healthy and safe relationships, and positive behaviours. Through the implementation of the Australia Curriculum General Capabilities (in particular, Personal and Social Capabilities), Brisbane Catholic Education Religious Education curriculum, the Daniel Morcombe Child Safety curriculum and our school ROCK matrix, we empower students to respond appropriately to bullying and harassment.

This takes place through:

- Circle Work pedagogies – explicit teaching, restorative conversations, discussion and role modelling of responses to relevant social situations (e.g. conflict, disagreement, teasing)
- Explicit teaching of the Personal and Social Capabilities of the Australian Curriculum
- Explicit teaching of the Health and Physical Education curriculum
- Restorative practices and collaborative problem solving
- Assemblies
- Year level meeting
- National days – Child Protection Week, National Day of Action Against Bullying, RUOK Day, NAIDOC Week, Harmony Day
- Ongoing and frequent teaching of school ROCK matrix
- Utilisation of Bullying NoWay! Resources
- SchoolTV articles and publications
- Class covenants
- Bravehearts Ditto Show (Prep to Year 3)

am I being bullied?

START HERE!

Was it deliberate/on purpose?

Yes No

Was it personal/targeted?

Yes No

Was it said in anger?

No Yes

Was it part of a fight with a friend?

No Yes

Has it only happened once or twice?

No Yes

Does the person doing it have '**more power**' than you? e.g. more popular, older, stronger

Yes No

rude behaviour
Saying or doing something hurtful that wasn't planned or meant to upset someone

conflict
Saying hurtful things on purpose due to heightened emotions as part of a disagreement

mean
Saying or doing something hurtful to someone on purpose once or twice

bullying
Someone more powerful saying or doing something hurtful to someone on purpose, over and over again

scan here to find out more!

If you are concerned you can talk to a trusted staff member.



3. Responding to Bullying and Harassment

At St Peter's, all reports of bullying and harassment are taken seriously and are addressed by the staff listed in the 'Key contacts for students and parents to report bullying' section below.

All staff must take all reports of bullying and harassment seriously and respond with a school team process. Staff at St Peter's respond to such reports through the following process:

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

4. Preventing Bullying and Harassment

At St Peter's, we are dedicated to maintaining a positive and safe environment in which all students feel respected and welcome. This is accomplished through the embedding of the PB4L (Positive Behaviour for Learning) framework, in addition to the implementation of restorative practices and pedagogies. The following practices also support us in preventing bullying and harassment:

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. For example, our St Peter's Feast Day during which our Spirit of St Peter's Awards are presented, or the National Day of Action Against Bullying.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Staff at St Peter's engage in mandatory annual training modules by BCE and engage in a variety of professional learning opportunities regarding PB4L.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff at St Peter's engage in professional learning regarding restorative practices and are supported by external specialists who come and run workshops with students.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour. The Leadership and Student Support teams engage with these staff to ensure their understanding of current supports and practices being implemented.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Our school Guidance Counsellor regularly provides such information through articles in our fortnightly newsletter. Parents are also encouraged to access resources available through the SchoolTV.me website (link provided under "Community Access" tab on the school's public website).

Key contacts for students and parents to report bullying

In the first instance, all reports are to be directed the student's class teacher(s) who records details of the reported bullying behaviours in the Engage Student Support System. This information is then shared with the School Leadership team. For ongoing concerns, the following staff may be contacted via the school office:

- Mr Russell Davey – Principal
- Miss Catherine Meiklejohn – Assistant Principal: Religious Education
- Mrs Samantha Dipple – Assistant Principal: Administration
- Mr Chris Nicholls – Support Teacher: Engagement and Wellbeing
- Ms Shanie McIntyre – Guidance Counsellor

Cyberbullying

Cyberbullying is treated at St Peter'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 responsibility 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.

Each year at St Peter's, students engage in learning around our school "Technology Acceptable Use Agreement." All students are required to agree to these expectations and responsibilities that come with using school digital equipment. This agreement is reflective of our school ROCK matrix and promotes safety and social responsibility.

Students are encouraged to take a stand against cyberbullying and to speak out whenever they witness someone being mean to others online. If a student is experiencing cyberbullying themselves, they are encouraged to:

- Block and report communication immediately
- Never reply to harassing messages
- Keep a record of any harassing messages
- Tell an adult that they trust. This could be a teacher, parent, older sibling or grandparent – someone that can help them to do something about it

Resources

The [Australian Curriculum](#) provides the framework for our school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

The Australian Government's [Bullying NoWay!](#) resource and the [Office of the eSafety Commissioner](#) are both highly recommended by our school.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

Our evidence-based practices for targeted and individualised supports have been described in section 3, "[Feedback: Encouraging Positive Behaviours for learning.](#)" Throughout the decision-making process, data is used to guide us to ask the "right" questions. The right question, asked at the appropriate time, can deepen the dialogue from the concerns about an issue to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et al., 2009).

The St Peter's PB4L team meet on a fortnightly basis to discuss current behaviour data trends and to reflect upon and plan supports. The Leadership and Student Support teams, which together constitute the Tier 2 and Tier 3 teams, meet weekly to analyse and prioritise

students requiring or enrolled in targeted or personalised supports. The Principal and Support Teacher: Engagement and Wellbeing also meet on a fortnightly basis to analyse, discuss and respond to behaviour data from the Engage Student Support System.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

Major Behaviours

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

	Descriptor	Definition	Example
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell 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	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		<p>persistence, frequency or inequality in age, power or ability.</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p>	<p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</p>
17	eCrimes/Cyber exploitation	<p>Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another</p>	<p>Stealing someone's identity and impersonating them online, sending sexually explicit images</p>
18	Academic Disengagement	<p>Student does not complete and/or submit summative assessment pieces or avoids exams</p>	<p>Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time</p>