ST AMBROSE'S SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform
Vision: St Ambrose's School empowers learners to realise their potential, as nurtured by the tradition of the Good Samaritan Sisters.

Mission: To encourage our children to realise their potential through:

Teaching and Learning
- Being active participants in a broad range of learning opportunities.
- Having confidence to take risks responsibly and to achieve their full potential.
- Recognising their personal learning achievements and understand that individuals achieve this in varying ways.
- Being a critical self-reflective learner who is engaged in lifelong learning.

Faith and Mission
- Valuing the love of God, family, self and others.
- Valuing Church traditions and live their lives displaying Christian values.
- Acting upon their beliefs and values displaying a sense of right and wrong.
- Empathising with others.

Building Community
- Demonstrating awareness of and compassion to those in our community.
- Being responsible for fostering and nurturing relationships between all stakeholders in the parish/school community.
- Actively contributing to the wider community.

Organisation
- Taking responsibility for the organisational skills associated with learning, for example goal setting and time management.
- Being independent self-motivated learners.
- Showing initiative and resilience when facing challenges.

Our School Context
St Ambrose's is a Catholic primary school dedicated to engaging and inspiring children since 1936. As a school, we focus on enabling successful learners and good citizens through our St Ambrose's Approach:

> *St Ambrose's strives for exceptional learning and teaching while empowering students to become loving and responsible citizens as governed by a Catholic ethos.*

This approach to education is underpinned by our Habits of the Heart: 'Love, Tolerance, Generosity, Hope, Perseverance and Remembering'. The habits are six

principles that guide our actions, words and treatment of others. They permeate our community and link us to our heritage.

At St Ambrose's, our strength is in our community. The Habits of the Heart and Good Samaritan Charism create a common language among teachers, parents and students. This allows us to face our challenges and grow together. We 'lead by example' and cooperate to instil a sense of equity and respect within our learners. It is through this ethos that the diverse needs of our students are best met.

St Ambrose's offers the latest in teaching and learning, technology and extra-curricular activities. Our mission is to provide students with a stimulating curriculum – enriched by Gospel values – that develops strong, confident individuals who are well equipped for secondary school and beyond.

Consultation and Review Process
St Ambrose's School developed this policy in consultation with our school community. Consultation occurred through a specific staff committee, staff meetings, meetings with representatives from our P&F Association and student leaders, and distribution of the draft policy for comment and review. A review of school data, on the Business Intelligence Tool (BI Tool), relating to school disciplinary absences, behaviour incidents, and attendance also informed the policy. The policy was endorsed by the principal and will be reviewed annually.

Section A: Our Student Behaviour Support Systems

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

St Ambrose's is committed to positive, proactive practices in support of student behaviour. This policy is based on the belief that young people in Catholic schools are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. Formation in appropriate behaviour and respectful relationships in Catholic schools occurs in a safe, supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore right relationships in a climate of safety, acceptance and reconciliation.

In Catholic schools, positive student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe. It is acknowledged that a diverse range of personal, social, cultural, family, technological and religious influences can impact on the relational and behavioural responses of students at any given point in time.

The Alice Springs Declaration on Educational Goals for Young Australians (2019) recognises that schools play a vital role in promoting and improving the educational goals for all students. The National Safe Schools Framework (2011) provides schools

with the following vision: "All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing". Considering these influences, Catholic schools seek to develop throughout the school community appropriate behaviours and respectful relationships that are infused with gospel values.

Student Behaviour Support assists schools in their integrated delivery of the curriculum and pastoral care programs through classroom strategies that reflects a proactive whole-school learning and teaching focus for all students and that develops effective student safety and wellbeing policies and practices.

• Quality relationships and partnerships – the fostering of respectful interpersonal relationships among and between all community members
• A commitment to justice and service - identifying and eliminating barriers that hinder students' participation and achievement
• Diversity is respected and valued - welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties
• Social and emotional learning – developing students' social/emotional skills, qualities of self-discipline, reciprocal responsibility, responsible decision making and a social conscience
• Effective networks of care across the community - partnerships with parents, the wider community, church groups, support services, respite care and health services
• Supportive Organisational structures – the establishment of specific whole school approaches and structures, processes and arrangements to support student formation and redirection, grievances and appeals, reconciliation and restoration.

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

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

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).
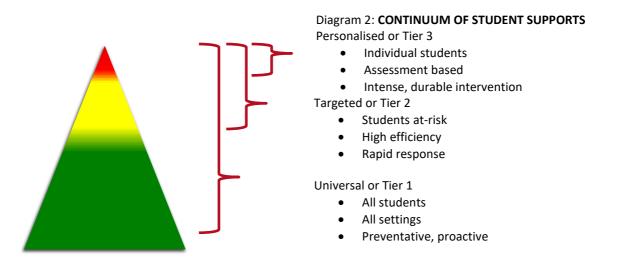
Tier 2 Targeted Supports:
This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:
This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

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

Universal Supports Team: Is made up of the school staff who attend staff meetings.

Tier Two & Three Supports Team: Is made up of the Student Support Team that includes the Principal, APRE, ST-IE and GC.

Teacher Professional Development Days includes designated Professional Learning Days, Staff Twilights and Staff Meetings. As needed, the support of BCE Student Behaviour Support Education Officer is requested.

Teacher professional Development:
1. Effective Classroom Practices and Responses – 2020
2. Student Behaviour Support Plan whole staff review – 2021
3. Student Behaviour Support Plan Review Committee established, with staff meetings provided - 2021

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:
- Be safe
- Everyone, everywhere is respected
- Everyone learns

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

Please see appendices for a copy of the school behaviour matrix.

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

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

2. Focus: Teaching Expected behaviour

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

In addition, direct teaching may be done using some or a combination of the following:
- The establishment and development of a class covenant, which is carried out at the beginning of each year.
- Beginning of school year orientation to the behaviour matrix.
- Whole School Assemblies with a focus on a particular expectation within the Matrix.
- New student orientation when needed
- Student leaders support younger peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	*Classroom practices that encourage expected behaviours*
Weekly Spirit of the Heart Award	Class encouragers
	Class reward systems
Communicate a student's good behaviour choices to parents	Communicate a student's good behaviour choices to parents
Explain, and importantly demonstrate, the behaviours we wish to see	Explain, and importantly demonstrate, the behaviours we wish to see
Reward individual children and groups for behaving well	Encourage children to be responsible for their own good behaviour

Tier 2 Targeted Supports:

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

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

The evidence-based targeted supports currently available for students in the school include:
- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating

appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

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

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted are all powerful learning-based approaches. Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though responses for unproductive behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the unproductive behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting and the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

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 classroom or in the office. The intent of the 'time out' is to provide an opportunity for a student to de-escalate their own behaviour and reduce the impact on others' opportunities to learn.

For Major Behaviours, including behaviour that is more serious or a chronic disruption, raises concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership Team that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

Possible consequences for unproductive behaviour
The teacher present at time of unexpected behaviour is responsible for completing a record of the unproductive behaviour on Engage.

Unproductive behaviour examples	Strategies to manage unproductive behaviours	Managed by
Minor incidents of unproductive behaviours may include: • Ignoring instructions • Minor physical aggression • Disruptive behaviour • Swearing • Littering • Incorrect uniform • Out of bounds • Misuse of property/equipment	De-escalation • Proximity • Provide choice • Time out Problem- solving • Re-teach • Student conferencing Restorative • Restitution • Apology	Teacher
Persistent Minor incidents of unproductive behaviours may include: • Repeated Minor behaviours	De-escalation • Phone a colleague or Leadership Team. Problem-solving • Student to complete a Behaviour Reflection Form (New Admin Docs/Behaviour) that is to be signed by parents and returned to school. Restorative • Restitution • Apology	Class Teacher – including call to parents, recorded in Engage with uploaded parent Reflection Form and informed Leadership Team.
Major incidents of unproductive behaviours may include: • Escalation of persistent minor behaviours • Major physical aggression (requiring first aide) • Major verbal aggression • Misuse of technology • Stealing • Vandalism/destruction of property • Threatening behaviour • Exiting school grounds	De-escalation • Phone Leadership Team. Problem-solving • Student to complete a Reflection Form that is to be signed by parents and returned to school. • Parent interview. • Referral to Student Support Team. • BCE Formal Sanctions (as described below) Restorative • Restitution • Apology	Teacher/Parent/Leadership Team All Major incidents to be recorded in Engage with leadership consultation. Uploaded parent signed Reflection Form to Engage.

5. BCE Formal Sanctions

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

Detention process

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as play time, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at play time, will be recorded in Engage (Student Behaviour Support System).

Suspension process

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. 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 re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

Exclusion

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

For appeals, the school aligns to BCE processes.

Parents/caregivers who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension or recommended exclusion to:

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

In either case, the Principal or Senior Leader – School Progress and Performance:

• Gathers any additional information to respond to the appeal and allows the student/family to consider this information and to provide a response.

• Confirms, varies, or sets aside the decision to suspend the student following consideration of the appeal.

The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:

(a) make the review decision within 5 business days after the application is made; and

(b) as soon as practicable after the decision is made give the person written notice of the decision.

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend or exclude the student. Appeals must be in writing, stating the grounds on which the appeal is being made. Access to the appropriate paperwork and assistance to complete the paperwork will be provided, if necessary. If the appeal is successful, the relevant parties will engage in respectful communication, identifying the strategies to re-instate the student's enrolment.

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

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

Definition

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

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

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

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

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

1. Understanding Bullying and Harassment

Understanding bullying is a responsibility required from all members of the school community – staff, students and parents.

Staff:
- Create safe environments through words and actions that model effective relational practices.
- Ensure behaviour expectations are clear.
- Monitor behaviour expectations.
- Develop trusting relationships with staff, students and parents that assist to engage the sharing of information.
- Effectively communicating and promoting the school's policies and procedures.
- Respond to incidence of bullying in accordance with the procedures set out in association with this policy.
- Treat every complaint of bullying seriously no matter the perceived level.
- Discourage any signs of bullying or anti-social behaviour.

- Maintain vigilance by looking for signs of bullying in the playground and classroom.
- Where applicable ensure that incidences are reported.
- Provide children with skills and strategies to recognise and manage stress which may arise through relationships, individual differences and communication.
- Develop within the children non-violent alternatives to resolve conflict.
- Develop a sense of 'fair play' in children.

Students:
- Do not bully.
- Follow behaviour expectations.
- Actively intervene to stop the bullying situation, where and when it is safe to do so.
- Report to a staff member if they feel they are being bullied or if they witness any incidence of bullying.
- Display strong values as taught and expected of all children at St Ambrose's.
- Take responsibility for their behaviour (appropriate to their stage of development).

Parents:
- Be role models in words and actions at all times.
- Familiarise themselves with the policies and procedures of the school.
- Discourage any sign of bullying behaviour which may become apparent in their child/children.
- Cooperate, in full, with the school if it is found that their child has been directly or indirectly involved in bullying behaviour and support activities designed to change the child's behaviour.
- Encourage their child/children to tell them and the teacher if they feel they are being bullied.
- Watch for any indication of bullying and notify the child's class teacher immediately if they suspect their child may be the victim of bullying.
- Seek understanding of all the facts of a bullying instance.
- Work in partnership with the school to assist the child to overcome the impact of identified bullying, including implementation of appropriate support, and coping strategies which will empower the child to respond to emerging situations with confidence.
- Working in partnership with the school to assist the child to take responsibility for bullying behaviour and its impact on others and developing appropriate behavioural strategies to strengthen and improve their social interactions.

2. Teaching about Bullying and Harassment

Teaching the school community, with a particular focus on students, about bullying and harassment is a key primary preventative measure. In conjunction with the approved curriculums, including Health and Physical Education, Religious Education and the Personal and Social Capability, St Ambrose's School:

- Provides programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Conducts professional development of staff in strategies relating to counteraction of bullying and harassment.
- Enacts a Buddy Program in conjunction with the Year 6 Leadership Program.
- Utilises the "Bullying No Way" resources. to educate children about prevention of bullying.
- Clarifies in a regular and ongoing way the school behaviour expectations.

3. Responding to Bullying and Harassment

St Ambrose's School responds to bullying and harassment by taking all reports of bullying and harassment seriously and responding with a school team process. More specifically, we:

- **Listen** carefully and calmly, and document what the student communicates. (Take the time to clarify with the student who has reported the incident that we 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, we aim to work towards a positive outcome where relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

St Ambrose's School enacts a safe, supportive and inclusive school to prevent bullying and harassment though:

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.
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.

3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.
5. Communication with parents: Our school provides 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.
6. Explicit promotion of social and emotional competencies among students.
7. Whole school programs to prevent and address bullying.

Cyberbullying

Cyberbullying is treated at St Ambrose's School with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Key contacts for students and parents to report bullying
Class Teacher
Principal
APRE
Guidance Counsellor

Resources
The Australian Curriculum provides the framework for your school's anti-bullying teaching and learning activities.

Be You Programs Directory and STEPS is a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

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

Bullying NoWay and the Office of the eSafety Commissioner are good resources to support the teaching and learning plan. Bullying No Way:	https://bullyingnoway.gov.au/

Student Wellbeing Hub: https://studentwellbeinghub.edu.au/

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

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

St Ambrose's School uses behavioural data together with other data sources to make data informed decisions about student supports. This includes team meetings, consisting of the Principal, APRE, STIE and Guidance Counsellor, who analyse and prioritise students requiring Targeted or Personalised supports. This information is then shared with other stakeholders who make the necessary adjustments within the classroom or playground environments.

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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	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.

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

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

	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B - Behaviour Matrix

	Be Safe — Hands, feet, objects and equipment to self.	Everyone, Everywhere: Respected — Live the Habits of the Heart Way in your words and actions.	Everyone Learns — Bee the best learner you can bee.	Locations
when we learn	• Walk when in the classroom. • Be a safe digital citizen.	• Have courage and persevere with challenges. • Participate actively. • Have a growth mindset. • Set learning goals and aim high. • Remember everyone has the right to learn.	• Take your turn to share. • Take care of everyone's, and your own, belongings. • Respect personal space. • Be organised with the appropriate equipment for learning.	• Classrooms • Resource Centre • Bolton Centre • Excursions
when we play	• Wear your hat. • Move safely. • Report an issue to an adult when it happens.	• Know and follow the rules of the game. • Be a good sport and play fair. • Encourage, support and include others. • Be buddy bench aware. • Respect and return equipment.	• Be a steward of God's creation. • Take turns and be patient. • Use kind words.	• P-1 Playground • Garden • Middle Playground • Oval • Grotto • Bolton Centre • Resource Centre
when we gather	• Listen with your whole body. • Be self-aware. • Eat your own food.	• Listen to learn. • Celebrate learning. • Show reverence during sacred activities. • Demonstrate gratitude and respect when eating.	• Act like Jesus would. • Be a respectful audience member.	• Church • Bolton Centre • Corbie Park • Resource Centre • Classrooms • Eating areas • Drive thru
when we move	• Move promptly to the appropriate place when the music/bell plays. • Move appropriately for the space. • Follow staff instructions considerately.	• Return to learning spaces quickly. • Show self-control. • In, do, out in bathrooms.	• Move respectfully.	• Everywhere

RIGHT TIME, RIGHT PLACE, RIGHT ACTION