

St Bernardine's School

Student Behaviour Support Plan



School Mission and Vision - Teach Challenge Transform



ST BERNARDINE'S SCHOOL

Vision and Mission



Vision

As a community of learners, we acknowledge the presence of God in each of us and in our world. We commit ourselves to living the Gospel values and accepting the challenges of a changing world.

Mission

We endeavour to:

Provide our children with Christ-centred experiences, which acknowledge and celebrate our Catholic heritage, as we accompany them on their faith journey.

Create a stimulating learning environment in which our children may acquire attitudes, skills and knowledge to enable them to make appropriate choices in the light of their life experiences.

Strive for excellence, whilst being guided and encouraged through the partnership of our professional, dedicated staff and supportive, caring families.

Build positive relationships within our school, parish and wider community, whilst embracing compassion, tolerance, justice and respect for all, and support for those in greatest need.

Values

Unity is working as part of a team.

Service is the action of helping others without wanting something in return.

Contemplation is about taking the time to think, pray or be with our thoughts.

Resilience is about bouncing back from difficult experiences.

Respect is about understanding and treating everyone with fairness.

Our School Context

St Bernardine's Catholic School is a dynamic co-educational primary school with approximately 720 children from Prep to Year 6 in the suburb of Regents Park, South of Brisbane. Our school is an integral part of the Parish community. In accordance with our Mission Statement, all our endeavours, relationships, decisions and programmes are Christ-centred and child-centred. Community is important at St Bernardine's and relationships are promoted and celebrated through positive interactions with students, teachers, parents and the Parish. We pride ourselves on being an inclusive and welcoming faith community. At St Bernardine's, the importance of tolerance and understanding of difference is promoted. This allows all in our school community the right to work in a safe, productive and harmonious environment. Our dedicated and caring staff are concerned with the welfare of each child at this school. Parents are invited to work with our staff with openness and mutual respect. We believe in developing the whole child - academically, socially, emotionally, physically and spiritually. We understand we are a teaching and learning environment, and it is important we focus on a holistic approach for our children, so they have the opportunity to develop into happy, productive and successful members of society and to 'To serve, To challenge'.

Consultation and Review Process

The use of staff, parent and student listen surveys including student behaviour data were used to inform St Bernardine's behaviour policy along with a staff working group led by an external behaviour consultant. The working group reviewed and developed the current School Student Behaviour Support Plan during 2023 to the end. A detailed review will again occur in 2026 with a high-level review check 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.

We believe that children need to understand that they are responsible for their own behaviours and that we as a school community will support them as they learn how to interact and live within our Christ-centred environment.

St Bernardine's Values of Respect, Resilience, Service, Unity and Contemplation are explicitly taught throughout the school.

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Alice Springs Declaration). Every day at school, students have the opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).

Students are strongly encouraged to “own” (self-manage) their own behaviour, as are all school community members and to accept that all behaviour has consequences (positive and negative).

St Bernardine's is committed to improving the quality of teaching/learning, providing ongoing professional development to all staff.

St Bernardine's is committed to developing and maintaining effective school-wide and classroom systems to support our School Behaviour Support Plan.

Students learn in different ways/styles and require different pathways to meet their optimal potential. St Bernardine's is committed to providing different learning opportunities and pathways both within and external to the classroom to cater for different student learning needs/styles.

An integrated system of school wide, classroom support and individual student supports can play a central role in improving behavioural outcomes and developing learning disposition for the students we serve. This system also has the potential to contribute to an increased sense of efficacy and job satisfaction for our staff.

St Bernardine's is committed to working in partnership with parents and the wider school community in both policy and practice.

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.

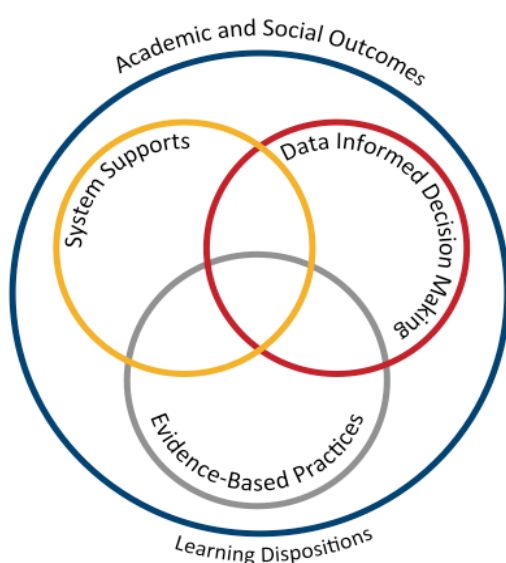


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

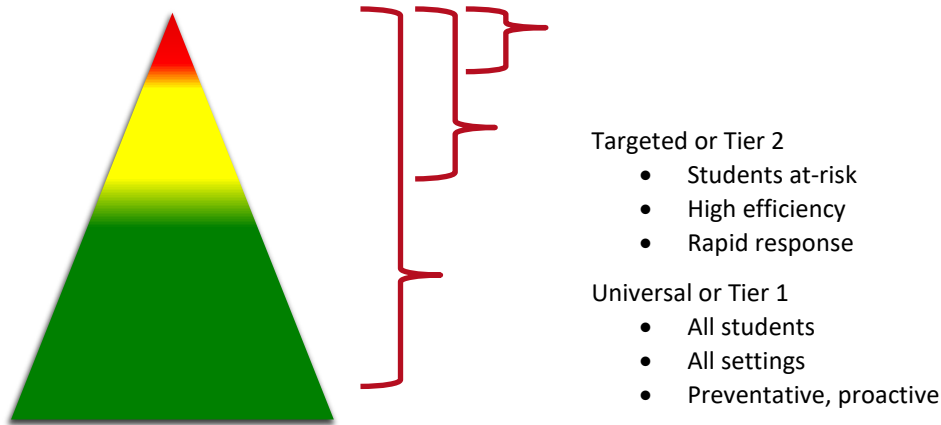
This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social 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



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

In 2023, St Bernardine's had a review of our Behaviour Plan. The review committee consisted of representatives from the teaching staff, school officers and school administration with ongoing consultation with parents. This committee now forms the Behaviour committee and are responsible for regular reviews of the school plan. High level checks will be completed annually with a substantial review every 2nd year. Staff are trained in the use of 'ENGAGE' Student Behaviour Support Systems which will help track students across the school. They can also use 'ENGAGE' to request support for individual students. Each week a Student Support Team consisting of Support Teachers, Guidance Counsellor, School Leadership Team and School Officers will meet to discuss individual support plans, request for support through the analysis of Engage Data.

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:

- Safety • Equity • Responsibility • Values • Effort

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.



ST BERNARDINE'S EXPECTATIONS

	Eating Areas	Learning Spaces	Playground	Transitions	Off Site	Toilets	Before/ After School
Safety	<ul style="list-style-type: none"> Line up sensibly at tuckshop. Raise hands to move. Hands and feet to yourself. Don't share food. Sit to eat. 	<ul style="list-style-type: none"> On task behaviour, listen and follow instructions. Raise hand to speak or move. 	<ul style="list-style-type: none"> Hands and feet to yourself. Always wear your hat. Play in the correct areas. Use equipment correctly. Respond to the bell promptly. Care for others. 	<ul style="list-style-type: none"> Always walk on the left side of stairs and pathways. Stay on the pathways. Sit or stand quietly in line up areas. Alert teacher to problem situations. 	<ul style="list-style-type: none"> Right place, right time and with the right person. Hands, feet and objects to self. 	<ul style="list-style-type: none"> Be hygienic. Wash your hands with soap. Flush the toilet. Go directly to and from the toilet. 	<ul style="list-style-type: none"> Right place, right time and with the right person. Walk your bike or scooter whilst on school grounds. Use pedestrian crossings and pathways safely.
Equity	<ul style="list-style-type: none"> Allow others to sit with/near you. 	<ul style="list-style-type: none"> Everyone has the right to learn. Praise, share, cooperate and encourage others. Listen to speakers with your whole body. Be positive. Celebrate diversity. 	<ul style="list-style-type: none"> Include everyone, especially those on the Buddy Bench. Speak in a kind and friendly manner. Follow rules in games. Listen to others and their ideas. 	<ul style="list-style-type: none"> Be courteous to other classes, visitors and volunteers on walkways. 	<ul style="list-style-type: none"> Look out for you and others in your group. Celebrate diversity. 	<ul style="list-style-type: none"> Respect the privacy of others. 	<ul style="list-style-type: none"> Wear the correct uniform, including hair cuts.
Responsibility	<ul style="list-style-type: none"> Keep area clean and litter free. Sit quietly and eat your food. 	<ul style="list-style-type: none"> Use good manners. Work hard. Look after personal and school belongings. Have a growth mindset. Take ownership of learning. Be an active learner. 	<ul style="list-style-type: none"> Play games and sports by following the rules. Respond to the bell promptly. Care for the environment. Show respect for adults and students. Use your words to problem solve conflicts or ask for help if needed. 	<ul style="list-style-type: none"> Follow directions. Keep hands, feet and objects to yourself. Move quietly around the school. 	<ul style="list-style-type: none"> Be responsible for own belongings including rubbish. Listen attentively. Follow instructions. 	<ul style="list-style-type: none"> In, Do, Wash, Out. Keep toilet area tidy. 	<ul style="list-style-type: none"> Arrive and leave school at the correct times. Care for your siblings and others. Listen and watch around cars.
Values	<ul style="list-style-type: none"> Respect, listen, follow teacher instructions. Pick up rubbish, be sustainable. Look after your friends. Sit sensibly. Give thanks to God for the food you have. 	<ul style="list-style-type: none"> Be a resilient learner. Mistakes are good if you learn from them. Contemplate your stage of learning. Give thanks to God for your gifts and talents. 	<ul style="list-style-type: none"> Be inclusive and invite others to your game/ play. Leave the space as you found it. We have a "We Can Work It Out" attitude. 	<ul style="list-style-type: none"> Be patient and calm. 	<ul style="list-style-type: none"> Use good manners with guides, helpers and volunteers. Wear uniform with pride. 	<ul style="list-style-type: none"> Turn off the taps – be sustainable. Open and close doors. 	<ul style="list-style-type: none"> Move to the appropriate area promptly and safely.
Effort	<ul style="list-style-type: none"> Use good manners. Pick up papers and rubbish and place in the correct bin. 	<ul style="list-style-type: none"> Listen and respond appropriately. Challenge yourself and have a go. Demonstrate perseverance. 	<ul style="list-style-type: none"> Play fairly, display good sportsmanship. Leave nature where nature belongs. 	<ul style="list-style-type: none"> Walk with group calmly and patiently. 	<ul style="list-style-type: none"> Give it a go and persevere. 	<ul style="list-style-type: none"> Ask permission to go to the toilet. Return to class promptly. 	<ul style="list-style-type: none"> Follow instructions while waiting.

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:

- Regular class meetings relating to behaviour matrix
- Weekly whole school focus on specific school expectations and values
- Weekly celebrations of student of the week, values awards
- Termly Saints awards related to behaviour expectations and school values

- Wellbeing Wednesday related to our values, expectations and personal and social capabilities
- First 13 days of school dedicated to teaching of expectations and routines to set up for success
- The school participates in community wide events like Harmony Day and Bullying No Way Day
- Student leaders support younger peers (e.g. Buddy Groups, leadership committees and student representatives).

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:

Weekly student of the week awards	Regular class meetings
Weekly St Bernardine’s values award	Positive reinforcement of school wide zones of regulation
Termly Saints award presentations	Annual Diamond attendance awards
Termly letter home for excellent (great than 90%) attendance	School and classroom practices that encourage expected behaviours
Semester recognition of consistent effort	Semester achievement letter home to families

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.

The Check and Connect Mentoring Program – (Christenson et al, 2012). A mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

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.

Structured play-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 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 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
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

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.

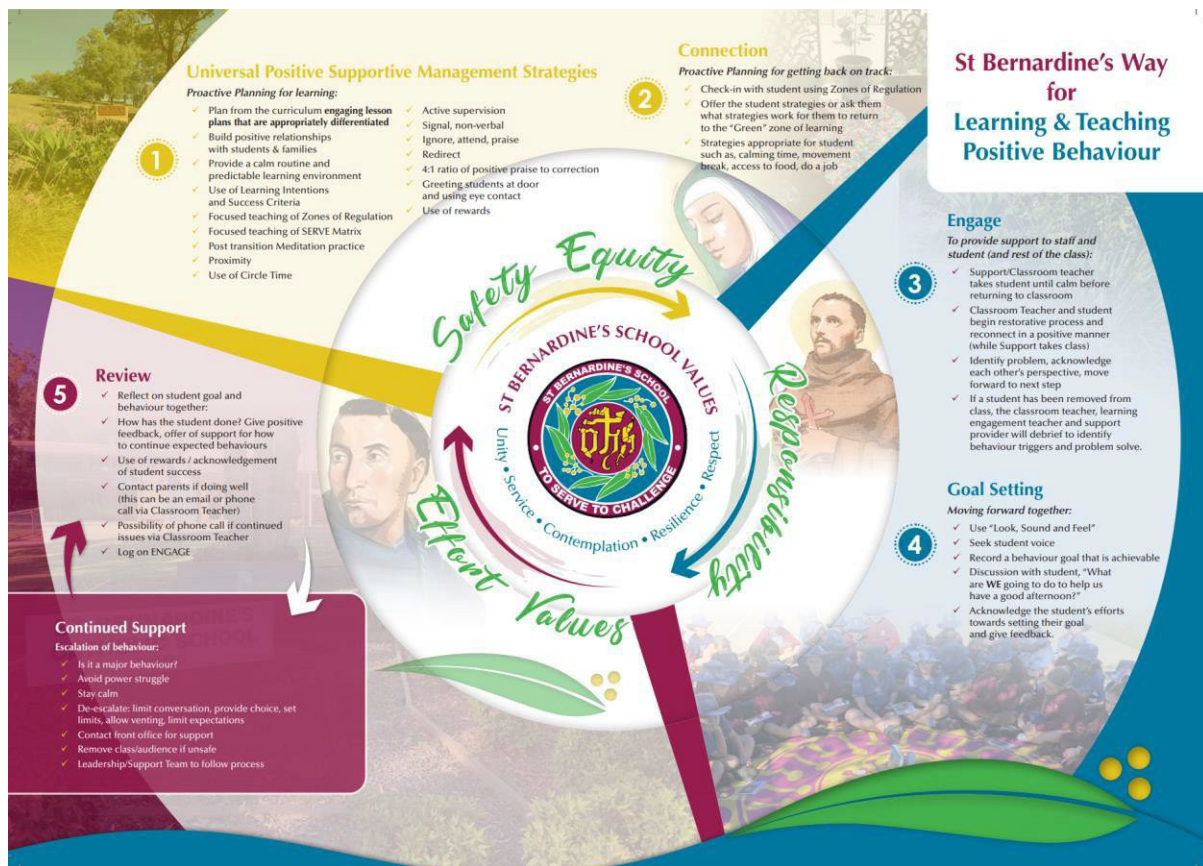
To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, 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

In addition, de-escalation crisis prevention and support strategies are listed in our St. Bernardine’s Way for learning and teaching positive behaviour.



5. BCE Formal Sanctions

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

- Detention

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 recess, lunchtime, 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 lunch and play time, will be recorded in Engage (Student Behaviour Support System).

- Suspension

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 and allow time for the school to ensure adequate support is provided to all students. 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/caregivers 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 or Assistant 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 or Assistant 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. Parents receive a phone call to notify them of the event, followed by a suspension letter outlining pertinent details (and avenues for complaints) with a time for a re-entry meeting. The purpose of the re-entry meeting is to have a collaborative discussion with all stakeholders and reflect on what occurred and what better choices could be made in the future.

Exclusion

Exclusion is the full-time withdrawal of a student’s right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE’s Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For appeals, the school aligns to BCE processes.

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

Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.
-----------	--

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

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

Definition

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

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

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

Bullying 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

Bullying is a deliberate ongoing intention to hurt, threaten, intimidate or embarrass someone. Bullying can happen in real life or online, or both at the same time.

Bullying is:

- A repetitive attack which causes distress not only at the time of the attack but also by the threat of future attacks
- It is characterised by an imbalance of power
- It can be verbal/ physical/social/ psychological/sexual

A PERSON WHO BEHAVES LIKE A BULLY IS SOMEONE WHO REPEATEDLY:

- annoys others who will not stand up for themselves
- is usually with their friends when they annoy others
- teases or makes fun
- takes friends from others
- forms groups against others
- wants to boss everyone around
- thinks they have to be cruel to others to be tough
- makes other children unhappy
- tries to make children do something they don't want to do
- uses words or gestures to hurt others
- pushes, hits or kicks others
- damages or steals property
- targets others because of difference.

When a person is repeatedly:

- hit, punched or pushed around
- called hurtful or offensive names
- threatened • a victim of abusive language
- ridiculed about their appearance or abilities

- teased in a nasty manner
- having their property interfered with
- having offensive gestures made to them
- deliberately excluded

It is NOT bullying when two people of about the same strength have the odd quarrel or fight. To be considered bullying it must be ongoing and intentional. This does not imply that fights and arguments are acceptable.

Here are some examples of bullying when they are "ongoing and intentional":
Physical Harassment

- Punching, pushing, kicking, slapping, poking
- Hair pulling, scratching, tripping, standing over someone
- Taking or damaging items that belong to others
- Forcing others to hand over food, money or other items
- Forcing others to do something against their will
- Making rude gestures e.g. monkey movements, extending the middle finger.

Verbal Harassment

- Making fun of someone because of appearance, physical characteristics or cultural background
- Making/calling out unacceptable comments (put downs)
- Echoing whatever someone says in a mocking voice
- Using rude words with a sexual meaning
- Making threats (with or without follow up)
- Making abusive phone calls.

Emotional Harassment and Cruelty

- Repeated teasing, whispering about someone behind their back
- Passing notes, emails, chatting online, phone pranking about or to someone

- Laughing at someone's mistakes
- Excluding someone from group activities (with or without comment)
- Refusing to talk to someone
- Passing around nasty gossip with a view to making someone feel bad. Social Harassment
- Exclusion/rejection
- Made to feel inferior, embarrassment, lack of acceptance
- Ostracizing or humiliation
- Cyber bullying.

2. Teaching about Bullying and Harassment

Everyone at St Bernardine's is responsible for taking an active stance against all forms of bullying behaviour.

The Principal is responsible for the implementation of the Behaviour Support policy and procedures. The Student Support Team take appropriate steps to ensure that the school community is regularly made aware of the policy and procedures that are in place.

Staff will:

- Act as role models of caring and tolerant behaviour.
- Listen to and respond promptly to reports of bullying.
- Endeavour to protect the target of bullying from further harm.
- Act to prevent the bullying behaviour reoccurring.
- Give strategies to the targets of bullying to empower them.
- Mediate between the two parties when appropriate.
- Report instances of bullying behaviours observed on the playground to the class teacher.
- Report all instances of bullying to the Student Support Team.

- Explicitly teach bullying awareness through specific classroom lessons related to the Health and RE curriculums.

3. Preventing Bullying and Harassment

Students who are bullied will be:

- Encouraged to use strategies to empower them to deal with the bullying.
- Encouraged to speak to a teacher giving full details of the incident.
- Encouraged to develop and speak to a network of teachers and friends.

Students who witness bullying will:

- Intervene if they can safely stop the bullying.
- Immediately seek teacher help if they can't stop the bullying.
- Report all incidents of bullying to a teacher or other member of staff.

Parents will:

- Listen objectively and sympathetically to reports of bullying.
- Contact the school to arrange an appointment with the child's class teacher in the first instance.
- Work with the school to find a solution.
- Reinforce the strategies that have been taught to the students.

The School will:

- Conduct periodic surveys to determine the extent of bullying in the school from a student, parent and staff perspective.
- Organise focus days (e.g. Harmony Day, Bullying No Way! Day) each year.
- Organise liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as dignity, kindness, and respect.
- Provide activities which develop a culture of caring for one another and acknowledging the worth and contribution of others and which helps develop compassion.

- Make appropriate provision of counselling or other support services.
- Make provision of support for parents through information nights and support networks.
- Purchase classroom resources to support the creation of a school culture of Antibullying.
- Emphasise the development of social competencies through social skills programs in each year level including explicit teaching of school values and zones of regulation.
- Inform parents of any child who is involved in persistent and/or serious bullying incidents.
- Protect and support targets of bullying to eliminate the likelihood of them being bullied again.
- Work with parents of the child to establish joint strategies to assist the child making appropriate behavioural choices.
- Assist the child who is choosing to bully someone to change his/her behaviour and where appropriate discuss external supports.
- Remove any child who continues to bully from the playground/classroom/school in accordance with school policies for a period of time should there be no change in his/her behaviour.

All staff must take all reports of bullying and harassment seriously and respond with a school team 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 incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

Plan the response with the student/s and their families to provide support, teaching and strategies.

Follow-up and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

At St. Bernardine's we plan for a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:

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. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

4. 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. Communication methods include newsletters, social media and School TV.

5. Explicit promotion of social and emotional competencies among students. This is completed through teaching the personal and social capabilities and our Wellbeing Wednesday program which focuses on social and emotional development.

Key contacts for students and parents to report bullying

Mr Peter Griffin, Principal, 3800 1854

Ms Katrina Bartholomew, Assistant Principal Administration, 3800 1854

Mrs Gemma Wlaker, Assistant Principal Religious Education, 38001854

Ms Cecilia Homerlein, Guidance Councillor, 3800 1854

Cyberbullying

Cyberbullying is treated at St Bernardine's with the same level of seriousness as direct bullying. It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Resources

St Bernardine's uses the ICT Acceptable Use Agreement (Appendix C). This provides guidelines around online behaviour and acceptable use of ICTs. We work with students and families to discuss responsible use of technology and the treatment of others online. Inappropriate use of technology and devices, or instances of cyberbullying or harassment, may result in device access restrictions or further formal behaviour sanctions. Parents are encouraged to contact the school if there are any situations online that raise concerns.

The Australian Curriculum also 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.

We also promote and celebrate Bullying No Way Day and support our lessons with information and plans supplied by the Office of the eSafety Commissioner.

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. Bernardine's gathers behavioural data by using ENGAGE to register incidents when they occur. It helps in identifying patterns in terms of where and when incidents occur and respond accordingly. It also helps us track individual students and support them in their needs. Student Support Team Meetings occur weekly, and behaviour data is used in decision making for targeted or personalised behaviour support plans.

References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). *Check and Connect- Implementing with Fidelity*. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behavior in schools*. New York: Guilford Press.
- Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sophis West.

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. 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

	Descriptor	Definition	Example
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.
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

	Descriptor	Definition	Example
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use 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 – Zones of Regulation



ST BERNARDINE'S ZONES OF REGULATION

<p>I feel angry and not ready to learn.</p>		<p>I MIGHT FEEL:</p>
<p>I feel I am not able to do my best in my learning.</p>		<p>I MIGHT FEEL:</p>
<p>I feel calm and happy and ready to learn.</p>		<p>I MIGHT FEEL:</p>



ST BERNARDINE'S ZONES OF REGULATION

I feel angry
and not ready
to learn.



I MIGHT FEEL:
funny in the
tummy, have a
headache, hot,
cold, sick,
clenched up
tight, scared

I feel I am
not able to do
my best in my
learning.



I MIGHT FEEL:
confused,
tired,
upset,
worried

I feel calm
and happy and
ready to learn.



I MIGHT FEEL:
calm,
happy,
be smiling,
relaxed

Appendix C-ICT Acceptable use Agreement



St Bernardine's School

Acceptable Use of Computer & Internet Resources Policy

I have read this agreement and I hereby agree that while using the computers and Internet ***I will not:***

- Attempt to retrieve, view or print any obscene, offensive, pornographic or illegal material
- Threaten, abuse or harass any other user
- Change or destroy the data of another user
- Send offensive, racist or sexist messages
- Use the school's Email system for relay of unsolicited mail or SPAM
- Bring St Bernardine's school into disrepute in any way whatsoever
- Allow anyone else to use my account or give my password to anyone else
- Use another student's account or tamper with another student's account in any way
- Download or print information, music, pictures, games or programs without permission
- Use online forums, chat channels, or instant messaging, including MSN, without permission
- Use account for business purposes or for financial gain
- Attempt to change system settings in any way, including desktop images and screensavers
- Attempt to bypass security
- Disclose my home address, telephone number, credit card or pin number over the internet
- Deliberately install computer viruses or other malicious programs

I also agree that ***I will:***

- Use my account solely for educational purposes
- Observe all copyright laws including those relating to computer software
- Respect the rights and privacy of other users
- Report any obscene and offensive materials I encounter
- Report any security lapses or viruses that I may discover
- Use the school Email system only for educational purposes
- Treat school ICT equipment and resources with care and respect at all times

Students should be aware that material that they post on Internet sites (including Facebook and other social media sites) is **public**. The content of public posts may have personal implications for Students if, for example, potential employers access that material. The content of posts also reflects on our educational institution and community as a whole. Once information is on the internet it may not be possible to remove it.

Student Acceptance


(Student to sign upon commencement of Year 4, otherwise Parents are requested to sign for them)

I agree to comply with all requirements as set out in the Acceptable Use of Computer and Internet Resources Policy and all other relevant laws and restrictions in my access to the various information and communication technology resources through the BCE and school network.

Signature of Student: _____ Date: _____ Year Level: _____

Signature of Parent: _____ Date: _____

Appendix D-Behavioural templates

 <p>S Safety</p> <p>E Equity</p> <p>R Responsibility</p> <p>V Values</p> <p>E Effort</p>	Playground <ul style="list-style-type: none"> Hands and feet to yourself. Always wear your hat. Play in the correct areas. Use equipment correctly. Respond to the bell promptly. Care for others. 	<h3>STRUCTURED PLAY PLAN</h3>	
	<ul style="list-style-type: none"> Include everyone, especially those on the Buddy Bench. Speak in a kind and friendly manner. Follow rules in games. Listen to others and their ideas. 	Student	
	<ul style="list-style-type: none"> Play games and sports by following the rules. Respond to the bell promptly. Care for the environment. Show respect for adults and students. Use your words to problem solve conflicts or ask for help if needed. 	Time Frame	
	<ul style="list-style-type: none"> Be inclusive and invite others to your game/ play. Leave the space as you found it. We have a "We Can Work It Out" attitude. 	Playground Goal Behaviour/participation goal to be set with student.	
	<ul style="list-style-type: none"> Play fairly, display good sportsmanship. Leave nature where nature belongs. 	Show Model the behaviour.	
	Practise Give the student opportunities to role-play and practise the behaviour across relevant settings.		
	Monitor Student returns to playground and are given a reminder about behaviour goal. Supervise to observe students' performance and give them positive specific feedback. Reteach if necessary.		
	Personnel Involved		

Approver: Principal	Issue date: 30/03/2026	Next review date: 30/03/2027
---------------------	------------------------	------------------------------