

# St Brendan's School

## Student Behaviour Support Plan 2026

School Mission and Vision - Teach Challenge Transform



### VISION

Animated by the values of equity, forgiveness, hospitality and inclusion, the St Brendan's community in its diversity and Catholic tradition, is a safe place for people to grow in personal excellence.

### MISSION STATEMENT

With this vision, our mission is to:

- align effective learning and teaching to students;
- create genuine opportunities for ongoing learning;
- provide a safe and supportive school environment and build personal resilience;
- match human and physical resources to needs;
- facilitate participation in the many aspects of Catholic life.

### VALUES

As a Catholic learning community, St Brendan's School aspires to educate all children about Jesus Christ, based within the charism of the Josephites, so they might grow to be successful, creative, confident and active people empowered to shape and enrich our world through the values:

**Faith** **Community** **Excellence**

 A Brisbane Catholic Education School

# **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

## **School Mission and Vision - Teach Challenge Transform**

Our school vision is animated by the values of equity, forgiveness, hospitality and inclusion. The St Brendan's community is proud of its diversity and Catholic tradition. St Brendan's is a safe place for people to grow in personal excellence.

Our school mission aims for:

- excellence in learning and teaching
- providing a safe and supportive environment
- supporting all students to participate in the many aspects of Catholic life

## **Our School Context**

St Brendan's Catholic Primary School is a Catholic co-educational primary school located in the inner-city suburb of Moorooka. The school is a culturally diverse community and the background of the approximately 80 students who attend reflects the diversity of the local area. At St Brendan's we believe that learning is a lifelong process and that we can all learn from each other. Our learning is enhanced by our shared faith and school motto, to 'Live in Faith and Love'. Our Vision and Mission supports the BCE mission to 'Teach, Challenge and Transform' through the values of Respect, Safety and Inclusion.

## **Consultation and Review Process**

St Brendan's School developed this plan in consultation with the school community and Brisbane Catholic Education staff. Consultation occurred through staff meetings, leadership team meetings, School Wide Positive Behaviour for Learning committee and in communication with parents through our Parents and Friends' Group. This plan will be reviewed and updated annually, including a detailed and high-level review conducted every two years.

## **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.

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These beliefs facilitate appropriate actions, plans and strategies to meet the academic and social needs of our students. At St Brendan's we also believe that positive behaviour support is central to the work of all teachers. Effective teaching and learning of behaviour is supported by developing a safe, positive and engaging learning environment. Moreover, this is based on the principles of consistency, fairness and understanding of the young people in our care. The St Brendan's School community share the following beliefs about creating a supportive, safe and engaged learning environment for our students:

1. The Positive Behaviour for Learning (PB4L) framework enables staff to create positive, safe and supportive school climates where students can grow and learn.
2. Behaviour is learnt and needs to be explicitly taught and learned as part of the Australian curriculum.
3. A warm, disciplined, safe and supportive classroom environment is where students and teachers develop and maintain positive relationships for optimum learning to occur.
4. The teacher's role is to facilitate and practise positive class routines.
5. Respect, safety and inclusivity is central to developing positive relationships. Teachers need to know their learners and keep up to date with any relevant information pertaining to student's capacity to access the curriculum.
6. Students receive feedback about their behaviour and learning.

## 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.

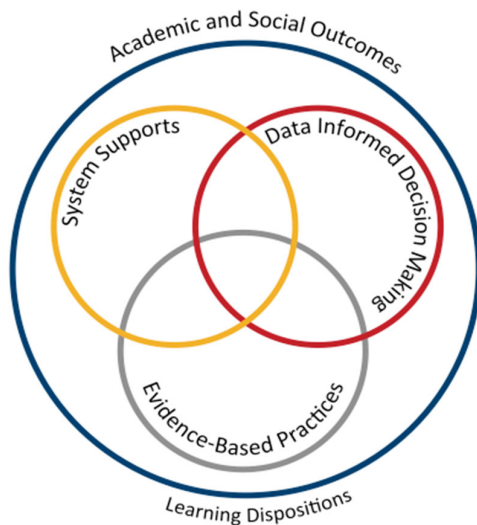


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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:

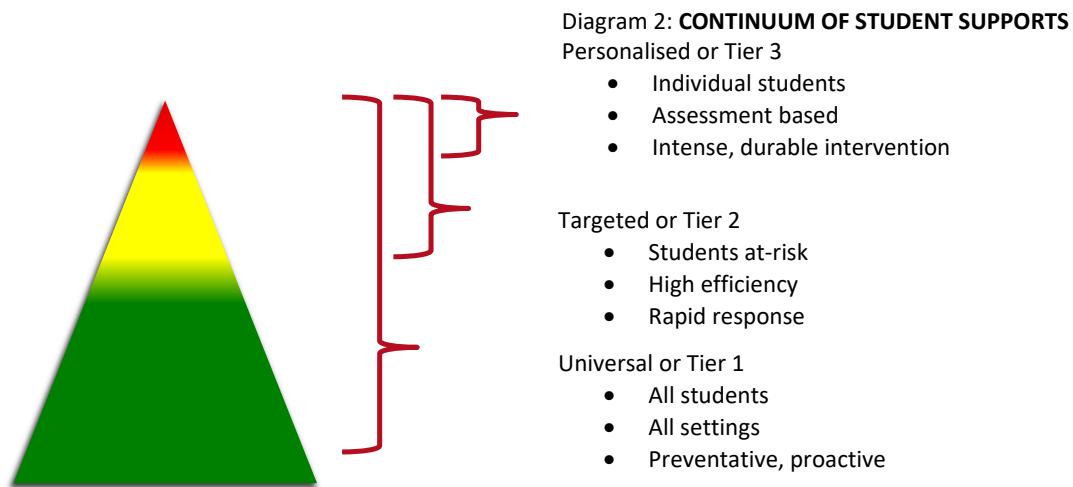
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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



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**

Roles undertaken in our school include:

**Universal Support Team:** all teaching staff and school officers, as well as Leadership and Support teaching staff who assist in the implementation of universal supports for our students.

**Targeted Support Team:** our Targeted Support Team consists of support teachers, including ST:IE, as well as Principal, APRE, Guidance Counsellor and staff members who form part of our PB4L committee.

**Individual Support Team:** classroom teacher of the student involved, ST:IE, GC, APRE, Principal and extended support team from BCE including Education Officers – Inclusive Education and Education Officers- Student Wellbeing.

**PB4L Committee:** Our PB4L committee consists of teaching staff as well as Leadership Team, GC and ST-IE. This committee meets twice per term (allocated to staff meetings in Weeks 5 and 10 each term) to analyse data kept on the ENGAGE database. Data analysis provides us with patterns of behaviour which we can then look to develop strategies to improve outcomes for our students. PB4L committee comprises our Principal, APRE, ST:IE, GC and at least one representative from teaching staff.

All staff members at St Brendan’s School undertake professional learning annually to review school policies and practices in relation to behaviour support. Regular staff meetings (eg once per term) are allocated to PB4L professional learning for all teaching staff. School officers participate in sessions to support their understanding of PB4L on a regular basis.

## **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 Respectful
- Be Safe
- Be Inclusive

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 BRENDAN'S PB4L MATRIX

Positive Behaviour for Learning

	Learning Areas	Transitions	Break Times	Toilet	Gatherings	Off Site Activities	Before and After School
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Move safely</li> <li>Care for and use equipment correctly</li> <li>Follow teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>Walk carefully from one place to another</li> <li>Walk up and down stairs correctly</li> <li>Follow teacher's instructions</li> <li>Carry belongings responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Use play equipment safely</li> <li>Wash your feet</li> </ul>	<ul style="list-style-type: none"> <li>Ask permission to go to the toilet</li> <li>Use the toilet for its proper use</li> <li>Wash and dry hands properly</li> <li>Return promptly</li> <li>Report problems when they happen</li> </ul>	<ul style="list-style-type: none"> <li>Walk to and from performing events</li> <li>Sit or stand and listen safely</li> <li>Listen to teacher instructions</li> <li>Move carefully around others</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions of the teachers and adults</li> <li>Wear a sunhat when travelling</li> <li>Be aware of others around you</li> <li>Walk</li> <li>Stay together</li> <li>Wear correct clothing</li> </ul>	<ul style="list-style-type: none"> <li>Go and wait in the correct place</li> <li>Stay off the playground</li> <li>Walk when it is time to move</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Use kind words</li> <li>Listen to and follow teacher's instructions</li> <li>Use appropriate volume when speaking</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Listen to and follow teacher's instructions</li> <li>Walk politely and quietly to your destination</li> <li>Use a quiet voice when speaking</li> <li>Stand quietly politely</li> <li>Be respectful of others when moving around the school</li> </ul>	<ul style="list-style-type: none"> <li>Speak respectfully</li> <li>Listen to and follow teacher's instructions</li> <li>Put equipment away when you are finished or the bell goes</li> <li>Use equipment responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Always flush toilet</li> <li>Close flushing</li> <li>Wash your face</li> <li>Use quiet voice</li> <li>Keep the toilet area tidy for others</li> <li>Conserve water</li> </ul>	<ul style="list-style-type: none"> <li>Use proper space responsibly</li> <li>Participate by singing, responding or joining in</li> <li>Listen attentively to speakers</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow adult instructions</li> <li>Use manners</li> <li>Care for the environment and facilities you are attending</li> <li>Show friends in presentation, manner or behaviour</li> <li>Stand politely</li> </ul>	<ul style="list-style-type: none"> <li>Wait for the teacher to talk</li> <li>Listen to and follow teacher's instructions</li> <li>Use a calm, quiet voice when speaking</li> <li>Use equipment appropriately</li> <li>Put equipment away when you are finished</li> </ul>
<b>Be Inclusive</b>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Share responsibility with others</li> <li>Listen to others' ideas</li> <li>Share equipment with others</li> </ul>	<ul style="list-style-type: none"> <li>Share the role of leader with your class</li> <li>Speak politely to your peers</li> <li>Pay attention to others while moving around the school</li> </ul>	<ul style="list-style-type: none"> <li>Include others in your games</li> <li>Take turns</li> <li>Share play equipment with others</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>Welcome others</li> <li>Participate in activities</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>Welcome others to conversations and play</li> <li>Invite others to sit and wait with you</li> </ul>

Reflective
Resilient
Persistent
Collaborative
Engaged

St Brendan's Learners Sail to SUCCESS

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](http://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:

- Beginning of school year whole school focus on explicit teaching of behaviour
- Creation of Class Covenants to explicitly communicate expectations
- Sharing of Class Covenants with school community at Whole School Assembly in Week 3 of Term 1
- Pastoral care period during Administration time each morning 8:40-8:50

- Whole school focus on behaviour teaching communicated in Staff News and at daily morning briefings
- Time built into the first weeks of schools and increased later in the year
- Assemblies sharing of expectations, followed by group practice
- New student and staff orientation when needed
- Student leaders support younger peers as 'Buddies'

### **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.

<b><i>School practices that encourage expected behaviours</i></b>	<b><i>Classroom practices that encourage expected behaviours</i></b>
Weekly St Brendan's awards for engaged behaviours	Class discussions highlighting positive demonstrations of expected behaviours
Smooth Sailing tickets in weekly draw	Class reward systems eg DOJO, stickers, etc
Whole school focus named in Staff News weekly	Classroom reminders on weekly focus expectation
Explicit teaching of school expectations each Monday at morning briefing	Explicit teaching of classroom expectations
Sharing of class covenants at whole school assembly	Creation of Class Covenants and regular referral to these throughout the year

#### ***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.
- Special Interest Clubs- special interest clubs are conducted throughout the year, informed by student interests and led by staff during break time to support student social / emotional development eg craft, Lego, reading, gardening, dance, choir, etc.

### ***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
- 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.

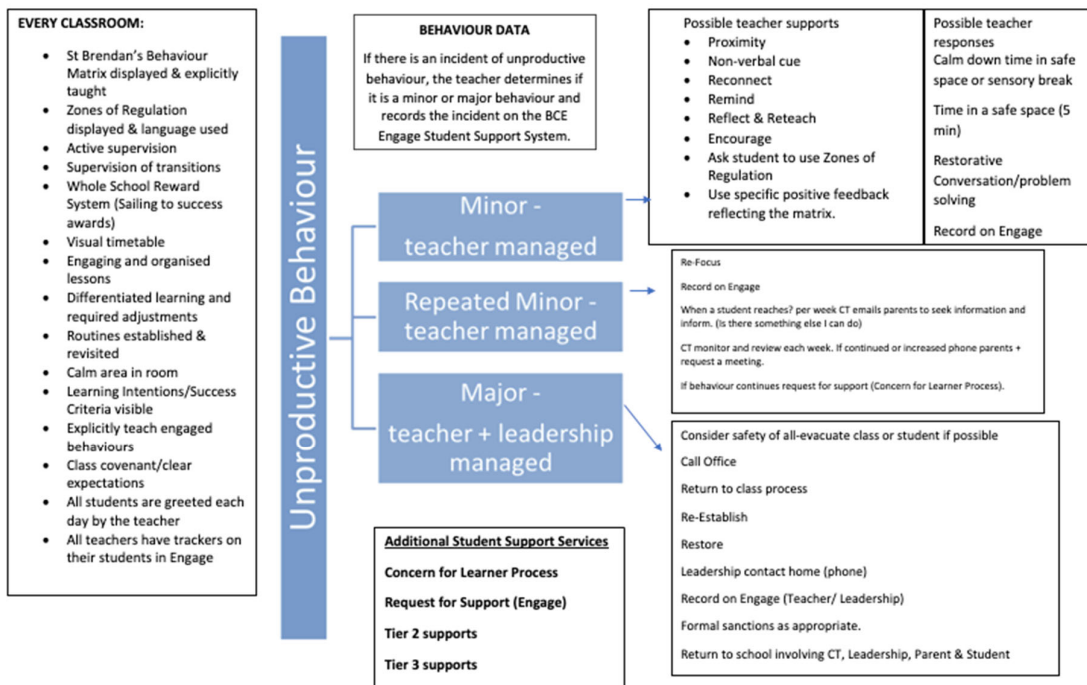
To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum,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

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

In addition, de-escalation crisis prevention and support strategies may include a range of responses outlined in the flow chart below.



## 5. BCE Formal Sanctions

St Brendan’s School aligns with BCE procedures when applying formal sanctions. Processes followed are outlined below:

- **Time Out Processes** – ‘Time out’ of play may be used to support students to make up for lost learning time in response to persistent unproductive behaviours. If students miss play time as a consequence to unproductive behaviours, parents are notified by phone or email by a member of the Leadership Team.
- **Suspension process at St Brendan’s School:**

Suspension may be considered in the following circumstances:

- persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, defiant or engage in verbal harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- breach of the school Student Behaviour Support Plan
- students who seriously break school rules

At St Brendan’s, the purpose of suspension is to:

- signal that the student’s unproductive behaviour is not acceptable
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours

- allow time to negotiate some goals that the student will work towards, with support, on their return to school
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school

The principal may decide that suspension is warranted after they have:

- ensured that other appropriate and available student support strategies and response options have been applied and documented
- ensured that appropriate support personnel, both within the school and externally, are involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension
- recorded all action taken in the Engage Student Support System Suspension Register.

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 employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs.

In the event of suspension at St Brendan's, a suspension record will be completed in the Engage Student Support System Suspension Register for each student suspended.

Where it is a suspension of less than one (1) day, a note will be made in the Engage Student Support System.

In the event of a suspension of between 3 – 10 days, principal or person acting as principal will consult with Senior Leader- School Progress and Performance  
For a suspension of over 10 days, principal or person acting as principal will be referred to the Head of School Progress and Performance through the Senior Leader - School Progress and Performance

All suspensions that are a full day or longer will be documented in the ESSS Suspension Register. As soon as is practical after a suspension takes place, the principal will ensure that a full report is written on the background and reasons for suspension, with the period of suspension clearly specified. St Brendan's will make use of The Engage Student Support System which produces a letter to the family and/or student to provide these details.

As part of the return to school process, the principal or authorised delegate will organise a re-entry meeting with the student and/or the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school.

## **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions.

The purpose of exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of the student, other students and/or staff
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

Exclusion from St Brendan's School would be considered as a last alternative and following attempts to implement the processes and responses outlined in this document in responding to unproductive behaviours. A decision to exclude from St Brendan's would only be made by the Learning Services Executive on recommendation from the principal, through the Senior Leader - School Progress and Performance, and the Head of School Progress and Performance (see below)

The principal would:

1. consult with the Senior Leader - School Progress and Performance Approver
2. brief the Parish Priest as needed
3. place the student on suspension for a maximum period of ten (10) school days pending the outcome of the decision-making process.
4. notify the student and the family that the initial period of suspension will be for ten (10) school days but that exclusion from the school is being recommended, giving reasons for the proposed action and allowing seven (7) school days for the student and family to respond
5. provide the family or student (if the student is living independently), with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses)
6. be aware to remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude. This consideration will be unique in each case and guidance is to be sought from the Senior Leader - School Progress and Performance or BCE Legal Counsel.
7. request a meeting with the student's family member to outline the process and the reasons for the recommendation
8. provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present
9. consider any response from the student and their family before formulating a recommendation to exclude to the Learning Services Executive
10. forward the recommendation to the Head of School Progress and Performance via the Senior Leader - School Progress and Performance,

detailing the reasons, the action taken to moderate the students' behaviour (where appropriate), a copy of all required documentation and any response from the student and/or family.

Suspension, as part of an application for exclusion, must be recorded into the Engage Student Support System.

For appeals, the school aligns to BCE processes.

### Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a> .
Outcome of 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.
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**

St Brendan's School Community fosters an open and welcoming interaction between families and school, inviting contribution and involvement with each other in a respectful, caring and appropriate manner. Bullying is not tolerated at our school. Staff undertake professional learning on a regular basis in supporting understanding of and responses to bullying.

### **2. Teaching about Bullying and Harassment**

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).

Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying can take many forms including, but not limited to: deliberate and repeated physical, verbal, emotional, threatening behaviours, abuse of property or cyber bullying. We teach students that 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.

Respectful relationships and understanding of bullying are covered in all year levels through Health curriculum, Religious Education as well as through the personal and social capabilities. A whole school focus on anti-bullying and appropriate responses to bullying is undertaken during one term (usually Term 3) each year.

### 3. Responding to Bullying and Harassment

All staff are expected to 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

### 4. Preventing Bullying and Harassment

St Brendan's School promotes a safe and inclusive environment for all students. Our staff explicitly teach about bullying and responding to bullying in the following ways:

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. Support of the National Day of Action Against Violence and 'Say No to Bullying' are days which our school uses to increase awareness of bullying and to provide responses to bullying.
3. Staff communication and professional learning: Staff will be supported with professional learning from Guidance Counsellors and other expert support staff 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.
4. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
5. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through induction programs.
6. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour through school assemblies and school newsletters.
7. Explicit promotion of social and emotional competencies among students:
8. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

### **Key contacts for students and parents to report bullying**

Staff member Classroom teacher- contact school office Ph 3275 2081

Staff member Acting APRE – Breanne Durston – contact school office Ph 3275 2081

Staff member Principal – Cathie Caldwell – contact school office Ph 3275 2081

Staff member Guidance Counsellor – TBA – contact school office 3275 2081

### **Cyberbullying**

Cyberbullying is treated at St Brendan'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.

## Responding to Cyberbullying and Harassment

All staff must take all reports of cyberbullying and harassment seriously and respond with a school team process. Our staff follow the same process in follow up to cyberbullying as we follow for other forms of bullying:

- **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.

## Resources

The Australian Curriculum provides the framework for The St Brendan's school' 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 through the Health and Physical Education curriculum.

Resources accessed by our staff can include:

- 'Bounce Back' program
- 'Bullying No Way'
- 'Respectful Relationships' resources
- 'Beyond Blue' resources
- 'Say NO to Bullying' online resources
- Office of the eSafety Commissioner
- 'Be You' Programs Directory and 'STEPS' which is a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs are also available as a resource.
- Zones of Regulation Social and Emotional Learning Program
- Rock and Water Social and Emotional Learning Program

## **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 Brendan's School makes use of student behaviour data together with other data to make informed decisions about student supports in the following ways:

- 'Universal team' - PB4L committee consisting of classroom teachers and leadership team - (twice per term – Week 5 and Week 10) to analyse trends in behaviour data and identify 'hot spots' and responses to these
- 'Targeted Team' - Weekly Student Support Team meetings - (GC, ST-IE, principal) – to analyse and prioritise students requiring targeted or personalised supports.

**Notification to Parents Minor behaviours:** Minor behaviours that occur in the classroom are often de-escalated and problem solved at the classroom level. While not every behaviour will warrant parent notification, parents will be contacted directly by the classroom teacher if there are continuing unproductive behaviours of concern.

**Major behaviours:** Where a child has engaged in a major incident of unproductive behaviour a parent can expect to be contacted by the most appropriate staff member. For example, if there was an incident during class time that was dealt with primarily by the classroom teacher, a parent will be contacted by the class teacher. If a major behaviour requires the intervention of School Leadership, parents of the children involved will be contacted by a member of the Leadership team. This is articulated in the PB4L flowchart.

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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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

<b>13</b>	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
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### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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'

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	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)
<b>12</b>	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
<b>13</b>	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	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>14</b>	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
<b>15</b>	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
<b>16</b>	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.
<b>17</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>18</b>	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
<b>19</b>	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

/Approver: Principal	Issue date: March 2026	Next review date: 28/07/2028
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