



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

Our Student Behaviour Support Plan and procedures reflect our Mission Statement. We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

## **Our School Context**

Holy Spirit College is a Brisbane Catholic Education co-educational Catholic secondary college which will open in January 2022. Holy Spirit College is in Fitzgibbon, on Brisbane's northside. Enrolments for 2022 will be 96 students and will increase by this amount annually. The College is master planned for 900 students.

Education at Holy Spirit College is characterised by hope and moral purpose. There is a need to include all, working together towards a just and sustainable future. Valuing each person and helping them to nurture their spirituality and educate them with an appreciation of the spiritual, theological as well as the intellectual and physical aspects of their lives. By encouraging students to strive for lifelong excellence according to their individual gifts we call on them to pursue justice in our community and society.

## **Consultation and Review Process**

This Student Behaviour Support Plan was developed in consultation with our school community. Consultation occurred through whole staff meetings, Wellbeing Team meetings, Leadership team meetings and meetings with students and parents/carers. The draft plan was distributed for comment and review. At Holy Spirit College, there are processes in place to regularly review data relating to student attendance, student behaviour and engagement data and student incident reports. The Plan was endorsed by the Principal, the College community (including representatives from staff, student and parent/carer bodies), and the Senior Leader, and will be reviewed at least every 2 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.

We strive to create an environment that puts the student at the centre and where that student is supported by dedicated teaching staff and tremendous community spirit. As a team, we are looking forward to developing further, the learning and teaching opportunities that will engage our students and build our teaching tools to deliver a dynamic and progressive curriculum.

We aim to instil a can-do attitude in all our students and work with them all to engender high aspirations and a range of personal skills and qualities including self-confidence and leadership ability. We ensure that we will develop our students not just academically, but as well-rounded young adults ready to be future citizens who will positively contribute to their community and the wider society when they graduate.



It is also acknowledged that social, spiritual, emotional, cognitive, and physical development will occur in students at different rates as they progress towards young adulthood. Therefore, it is essential to accommodate these differences, not by having different standards and expectations for individual students, rather by adjusting the amount of guidance, support and freedom students operate within for their stage of progress.

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

### What is Positive Behaviour for Learning?

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

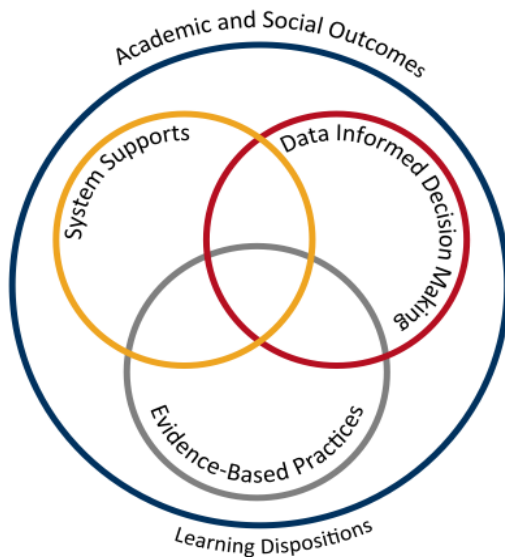


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

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

### Continuum of support and key features

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

### Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive



universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

### **Tier 2 Targeted Supports:**

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

### **Tier 3 Personalised Supports:**

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

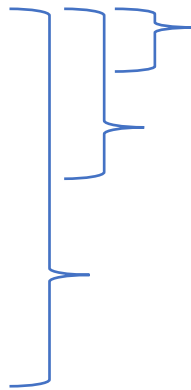
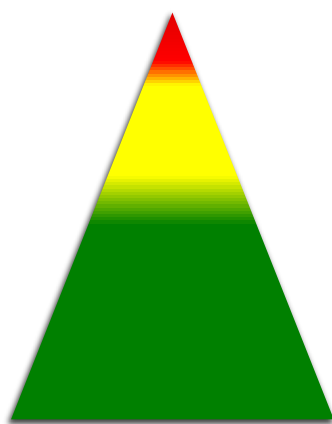


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

#### Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

#### Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

#### Universal or Tier 1

- All students
- All settings
- Preventative, proactive

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

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

The Holy Spirit College Student Behaviour Leadership structure honours the student at the centre and places around the student the support and structures necessary to enable the student the potential to grow.

The core Student Behaviour Support lies with the teacher engaging daily with the student, developing relationships, teaching, and building prosocial skills for Positive Behaviour for Learning (PB4L).

To support the teacher and student, there are several structures and roles in place: inclusive education support including Support Teacher: Inclusive Education (ST:IE), Learning Support Officers (LSO), Learning & Teaching Leaders, Pastoral Care teachers, Indigenous Support, Allied Health professionals, and Guidance Counsellor. The support is inclusive of the teacher and respectful of the need for restorative opportunities to rebuild relationships. Holy Spirit



College asks the parents/carers of students needing further support to also be part of the support team to build consistency of approaches and to gain insight into the student beyond our campus.

Student Behaviour Support Meetings are called to identify students with individual needs, responds to those needs in a collaborative way and to continue the support for students with ongoing needs. These meetings include all relevant leaders and teachers to wrap around the student the supports needed to assist the student to develop Positive Behaviour for Learning (PB4L) and engage with learning at Holy Spirit College. The minutes of the meeting are kept on the Portal for relevant parties to access. The Deputy Principal, on the advice of support leaders, calls meetings and chairs the meeting. Included with the voices of stakeholders is the data available on Engage and BI for a more comprehensive picture of the challenges facing the student.

Professional development in PB4L is offered to all teaching staff, specifically the *Tier 1 Seven Essential Components of PB4L* and the *8 Essential Classroom Practices (iLearn code PB4L001)*. Leaders in the College receive professional development in the BCE Leaders days for PB4L and BCE support staff are utilised in this process. This professional development is complemented with the inclusion of professional development in Positive Partnerships, Tier 2 & 3 supports, Functional Behaviour Assessment, Social/Emotional Support, National Consistent Collection of Data (NCCD), Coaching and Restorative Practices.

### **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.

Through our *Holy Spirit College Ways of Learning* and *Ways of Being*, our expectations are communicated, highlighting that we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need



# HOLY SPIRIT COLLEGE

Igniting Spirit • Inspiring Minds

FITZGIBBON

# Student Behaviour Support Plan

**Ways of Learning**



**MINDFUL**

- Listen to the ideas of others
- Share your learning
- Reflect on your efforts
- Learn from your mistakes
- Set goals to improve

**M**

**INSPIRED**

- View challenges as opportunities
- Change your ideas in light of new evidence
- Be active and engaged in your learning
- Find joy in and be passionate about your learning

**I**

**NOVEL**

- Explore new ways of doing things
- Ask questions
- Seek challenges
- Think critically
- Solve problems
- Seek ways to improve

**N**

**DARING**

- Take risks with your learning
- Offer answers or points of view when you try new things
- Believe in yourself!

**D**

At Holy Spirit College, we want you to inspire your MIND...

A Brisbane Catholic Education School

**Ways of Being**



**SERVICE**

- Reach out to help others in need
- Understand the needs of your local and wider community
- Be a servant of the Holy Spirit

**S**

**PASSION**

- Act with spirit and enthusiasm to all you do
- Be brave enough to be bad at something new
- Be HOPEful and see mistake making as an opportunity for learning

**P**

**INCLUSION**

- Everyone is included and is a valued part of the community
- Show COMPASSION in the way you treat others
- Show empathy and try to understand someone else's point of view, even when you disagree with them

**I**

**RESPECT**

- Treat people the way you wish to be treated
- Be accountable for taking care of our beautiful school and wider community environment

**R**

**INTEGRITY**

- Do the right thing, even when no one is watching
- Be honest, truthful and stand up to inequality
- Take pride in your achievements and appearance

**I**

**TRUTH**

- Use WISDOM to think critically before accepting something as accurate
- Share information in a kind, sincere, generous and honest way
- Be your best self, even when faced with obstacles

**T**

At Holy Spirit College, we want you to ignite your SPIRIT...

A Brisbane Catholic Education School



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.

<b>Holy Spirit College BEHAVIOUR MATRIX</b> <small>At Holy Spirit College, we want you to demonstrate our College values of <b>HOPE</b>, <b>COMPASSION</b> and <b>WISDOM</b> in all you say and all you do</small>					
Expectation	Classroom/Gatherings	Playground/Breaks	Transition	In Public	Online
<b>Hope</b> 	<ul style="list-style-type: none"> <li>■ Listen to and follow instructions</li> <li>■ Attempt all activities</li> <li>■ See mistakes as an opportunity for learning</li> </ul>	<ul style="list-style-type: none"> <li>■ Understand how your behaviour affects others</li> <li>■ Encourage others so that they feel included and a valued part of the community</li> </ul>	<ul style="list-style-type: none"> <li>■ Be punctual, prepared and present for all of your classes and commitments</li> <li>■ Help others in need</li> </ul>	<ul style="list-style-type: none"> <li>■ Have a positive impact on your local and wider community</li> <li>■ Represent the College with enthusiasm, passion and pride</li> </ul>	<ul style="list-style-type: none"> <li>■ Look after IT equipment, reporting any issues as soon as possible</li> <li>■ Use your platform and privilege to inspire others</li> </ul>
<b>Compassion</b> 	<ul style="list-style-type: none"> <li>■ Show empathy and try to understand someone else's point of view, even when you disagree with them</li> <li>■ Take care of all property including your own</li> </ul>	<ul style="list-style-type: none"> <li>■ Treat others the way you would like to be treated</li> <li>■ Take care of our environment</li> </ul>	<ul style="list-style-type: none"> <li>■ Help others in need</li> <li>■ Be punctual, prepared and present for all of your classes and commitments</li> </ul>	<ul style="list-style-type: none"> <li>■ Use your manners at all times</li> <li>■ Greet others with a smile and show gratitude for the things you have</li> <li>■ Be caretakers of our local and wider community</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect other people's personal space, opinions, and differences</li> <li>■ Always think of the safety of yourself and others when sharing online</li> </ul>
<b>Wisdom</b> 	<ul style="list-style-type: none"> <li>■ Take pride in your achievements and appearance</li> <li>■ Seek multiple sources and get clarification if you are unsure about something</li> </ul>	<ul style="list-style-type: none"> <li>■ Generously share your gifts and talents with others</li> <li>■ Keep your mobile phone in your locker during the school day (8.30am – 2.50pm)</li> <li>■ Share information and opinions in a kind, sincere, generous, and honest way</li> </ul>	<ul style="list-style-type: none"> <li>■ Use respectful, kind, and positive language when interacting with others</li> </ul>	<ul style="list-style-type: none"> <li>■ Do the right thing, even when no one is watching</li> <li>■ Be your best self, even when faced with obstacles</li> </ul>	<ul style="list-style-type: none"> <li>■ Be honest, truthful and stand up to inequality</li> <li>■ Always THINK before posting or sharing online</li> </ul> <p style="font-size: small; margin-top: 10px;"> <b>T</b> – is it <b>T</b> rue?  <b>H</b> – is it <b>H</b> elpful?  <b>I</b> – is it <b>I</b> nspiring?  <b>N</b> – is it <b>N</b> ecessary?  <b>K</b> – is it <b>K</b> ind?         </p>

© Brisbane Catholic Education School

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 orientation day
- Pastoral Care (PC) lessons at the start of each day
- Personal and Social Development (PSD) lessons weekly throughout the year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice



- General Pastoral Care practices
- New student orientation when needed
- Student leaders support younger peers

**3. Feedback: Encouraging Productive Behaviours for learning**

**Tier 1 Universal Supports:**

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (William, 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 Pastoral program at Holy Spirit College is based on our commitment to engaging in positive and meaningful relationships with all members of the community. We recognise that providing positive support for students is at the very foundation of our College ethos. This positive support must be at the core of all relationships throughout the College. We will endeavour to engage students through their participation in all aspects of the College community life.

The encouragement strategies in place for school and classroom include:

<b>School practices that encourage expected behaviours</b>	<b>Classroom practices that encourage expected behaviour</b>
Recognition at assemblies for demonstrating College values, attendance growth and student learning and behaviour dispositions ( <i>Ways of Learning and Ways of Being</i> )	Class encouragers
Unpacking student dispositions in PSD, Learning2Learning and academic lessons	Positive communication with parents/caregivers
House Points for engagement as well as achievement	Individual and whole group rewards

**Personal and Social Development Program**

The College operates a Personal and Social Development (PSD) program which aims to be proactive in teaching students appropriate and respectful behaviours.

This includes teaching students about:

- social skills such as conflict resolution
- strategies for making friends
- strategies for being organised
- strategies to promote wellbeing
- resilience
- gratitude, empathy and mindfulness
- personal safety
- drug and alcohol awareness



### **Classroom Strategies**

Classroom teachers may provide this positive support to students using some of the following strategies:

- giving verbal praise
- giving written praise in the student planner
- Contacting the parents/carers of each PC and curriculum class as a form of welcome
- providing guidance and advice to students on how to show courtesy and respect for others
- encouraging students to take responsibility for their actions and to seek solutions to their own problems
- displaying student work
- giving positive feedback on student work or behaviour
- sending emails of commendation to parents/carers
- assisting students with organisational skills and meeting deadlines
- assisting students with assignments/learning tasks
- giving students extra tuition where necessary
- making appropriate modifications to learning and assessment tasks where necessary
- providing opportunities for student success
- attending community information evenings to develop partnerships with parents/carers
- allocating students areas of responsibility within the classroom
- encouraging students to participate in classroom, extracurricular and House-based activities
- encouraging students to participate in team-based projects or activities
- referring students to staff who may assist them e.g. middle leaders, Guidance Counsellor, Assistant Principal/Deputy Principal, other support staff
- nominating students for awards and recognition at community gatherings

### **Extracurricular Activities**

The College offers a rich and broad range of extracurricular activities with an emphasis on participation. We strongly believe that this contributes to the development of positive self-esteem and a sense of connection to the community.

### **Whole School Strategies**

The successes and efforts of staff members and students are acknowledged at whole school assemblies, staff meetings, and/or are written in the fortnightly school newsletter.

### **Tier 2 Targeted Supports:**

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

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

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





- 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). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This 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.

### **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 and designing an 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)
- Students at Risk Management Meetings

### **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	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:

- Bringing a student back on task by use of voice, gesture, eye contact, body language
- Issuing a verbal instruction to a student to modify their behaviour
- Separating a student from other students or repositioning them to a more suitable position in the room
- Providing opportunities for a student to modify their behaviour
- Giving a short period of time out within the immediate classroom environment
- Recording instances of student misbehaviour
- Communicating with parents/carers by phone, email or written letter
- Directing a student to complete extra work during the lunch break or for homework
- Directing a student to perform community service at lunch break
- Supervising the student at a lunch time detention
- Contacting parents/carers to proactively resolve issues by working together in partnership

**PLEASE NOTE: The use of corporal punishment is prohibited at Holy Spirit College**

## 5. BCE Formal Sanctions

### Detention Process

Teachers may request a conference with a student for unproductive behaviours by indicating to students the immediate consequences for such behaviours. Parents/caregivers may be notified if behaviours persist. Leadership team members may also issue after school detentions in negotiation with parents/caregivers.

Teacher detentions occur during non-class time including break times, and are supervised by the teacher issuing the detention or a nominated middle or senior leader, and the time may be used to:

- Repair relationships,
- Apply restorative practices,
- Make plans for appropriate behaviour,
- Completion of classwork,
- Rehearse alternative behaviours.

### Suspension

The Principal may suspend a student for:



- persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent
- 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's Student Behaviour Support Plan,
- students who seriously break school rules.

Suspension of student enrolment may occur 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.

A suspension of student enrolment may occur at the discretion of the Principal and is communicated to parents/caregivers. The Deputy Principal coordinates the process of the suspension on the Principal's behalf including notification of suspension via phone call and then an official suspension letter generated through Engage, creation of a suspension record in Engage, ongoing communication with parents/caregivers, facilitation of the re-entry process and coordination of support for the student going forward.

### **Negotiated Change of School**

A negotiated change of school may be negotiated between the Principal and parents/caregivers in consideration of the following:

- the environment that best provides for the student's learning, personal, social, emotional, and spiritual needs,
- schools that provide an educational program suitable to the student's needs, abilities, and aspirations,
- the process by which the change is to be negotiated,
- the support required by the student and family to make the transition,
- to document all considerations, determinations, and communications of the negotiated change of school.

These and other relevant matters are to be included in a documented record of Negotiated Change of School to be kept on the student file. If a negotiated change of school cannot be achieved, the student is to remain enrolled at their current school, unless the circumstances require a recommendation to the Director – School Services for exclusion.

### **Exclusion**

The Principal may recommend Exclusion as a last resort when other behavioural supports outlined in the Student Behaviour Support policy have been unsuccessful. They may consider Exclusion with the following considerations:

- to signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees,
- 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.



For appeals, the school aligns to BCE processes.

### **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.

#### **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**

##### **1. Understanding 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.

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

Any form of harassment, bullying or violence is unacceptable behaviour. All persons connected with Holy Spirit College are entitled to be treated with dignity and respect.

Our students are entitled to enjoy their education free from bullying and harassment. Holy Spirit College has a school-wide approach and response to bullying that is predicated on our priority for developing positive relationships, imbued by our charism, Vision, Mission and College values. The College is committed to the prevention of bullying by and of students in



our College, and the implementation of appropriate response strategies which address school bullying.

Bullying affects everyone – not just the bullies and their victims. It also affects those other students who may witness bullying and the distress of the victim. It can damage the atmosphere of a class and even the climate of a school. All members of our community accept responsibility to promote a school environment that is safe for everyone, and to take direct initiatives to prevent the incidence of bullying behaviour within the College.

Bullying can be defined as an **ongoing** misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

### Types of bullying

#### 1. Physical Bullying

- When a person (or group of people) uses actions to bully, such as hitting, poking, tripping or pushing.
- Repeatedly and intentionally damaging someone's belongings is also physical bullying.

#### 2. Verbal Bullying

- Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

#### 3. Covert Bullying

- Such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.

#### 4. Psychological Bullying

- Examples include threatening, manipulating or stalking someone.

#### 5. Cyberbullying

- Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

### What is NOT Bullying?

Although it is neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it is not considered bullying. Conflict or fights between equals and single incidents are not defined as bullying. A fight or disagreement between students of equal power or status is not considered bullying.

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual conflict** which involves a disagreement. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Single episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.



- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Again, while these actions may not be labelled as bullying, they are still not acceptable.

### Procedures to address bullying

Help your child to identify the bullying behaviour and ask them:

- What has been happening?
- Who has been involved?
- Where have the incidents occurred?
- Has anyone else seen the behaviour?
- How often has it happened?
- What have you already done about it?

Discuss with your child some immediate strategies. Make a plan to deal with the bullying. Encourage them to:

- talk with the teacher
- stay calm
- move away from the situation
- firmly say “No!” and tell the bully to stop

### What should a student do if they see someone being bullied?

If a student sees someone being bullied (or witness it online), keep safe and choose your response to match the situation:

- speak up and let the person doing the bullying know that what they are doing is bullying
- refuse to join in with the bullying and walk away
- help the student who is being bullied to ask for help
- ask a teacher or support person for help and report what happened

The first priority in any response to incidents of bullying behaviour is always the wellbeing and ongoing protection of those who have or may have been affected by the behaviour.

Students and parents are advised to report suspected cases of bullying to the Pastoral Care Teacher.

Holy Spirit College teaches and expects cybersafe behaviours including safe, respectful, and responsible use of the internet and mobile phone technology.

Behaviours which are not cyber safe include:

- **Cyberbullying:** Repeated unsafe, disrespectful, and irresponsible technological practices may be considered cyberbullying. Cyberbullying is the use of technology to bully a person or group with the intent to hurt them socially, psychologically, or even physically.
- What does cyberbullying look like? Cyberbullying can occur in many ways, including:
  - abusive texts and emails
  - hurtful messages, images, or videos
  - imitating others online



- publishing another person's private information
- creating harmful sites targeted at others
- circulating harmful or humiliating information, videos, images, or sites
- excluding others online
- humiliating others online
- nasty online gossip and chat.
- **Sexting** includes the sending of sexually explicit messages or photographs of oneself or others, using mobile phone technology either by request or spontaneously. It can also include posting of this material online.

**It is important that students and parents understand that the production or distribution (including texting and posting) of lewd images of themselves or others may constitute child exploitation material with a potential criminal penalty.**

### How should a student handle cyberbullying?

- Talk to someone you trust straight away—like a parent, sibling, uncle/aunt, teacher or friend, or contact Kids Helpline
- Save, store, screenshot emails, chat logs, posts, or SMS's, collect the evidence—keep mobile phone messages, take screen shots and print emails or social networking conversations and inform your parents or teacher immediately. Do NOT repost or circulate.
- Block and delete the bully from all contact lists, change privacy settings
- Do not respond to nasty emails, chats, SMS or comments – this is what the bully wants so, ignore them.
- Have some 'down time' without computer or mobile phone technology. Give yourself some time away from technology just for a break.
- If the bullying continues – delete your current email or social media account and start a new account. Only give your new details to a small list of trusted friends.
- Do something you enjoy—catch-up with friends, listen to good music, watch a good show or chat online to people you can trust.
- Get a new phone number if being harassed on your phone. Report the problem to your phone company and insist on a new number for free.
- Remember you did not ask for this—nobody deserves to be bullied and you will get through this.

### What if a friend is being cyberbullied?

If you have a friend or know someone at school who is being cyberbullied:

- DO NOT JOIN IN - do not comment on posts, images or videos that will hurt others
- Do not forward or share posts, images or videos that will hurt others
- Leave negative groups and conversations
- Report bullying to someone that can help—this can be a report to your parents or teacher



- If you are confident, call others on their bullying and ask them to stop—'Enough. This isn't funny'

### 3. Responding to Bullying and Harassment

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.

In situations where bullying occurs, the response of the College may include:

- Actions as laid out by the school-wide positive behaviour support plan
- Incidents are recorded and tracked by the College through the BCE Student Behaviour Support database (Engage)
- Give the students who are bullying the opportunity to change behaviour
- Contact parents of all parties involved
- Assist students to develop more appropriate social skills





- Implement a behaviour management plan for the individual student/s
  - Explicitly teach about conflict and bullying
  - Implement resilience and anti-bullying programs
  - Conduct mediation sessions
  - Apply disciplinary consequences
  - Provide ongoing support for students

**The school will not provide any of personal details of other students involved. They will not provide any details of consequences given to other students involved because of privacy requirements.**

#### 4. Preventing Bullying and Harassment

- 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. Reference will be made to the Student Behaviour Support Plan as well as our Holy Spirit College *Behaviour Matrix* and *Ways of Being*.
- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Staff will engage in Positive Behaviour 4 Learning professional learning.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
- 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. All staff will be inducted through a formal process and will be mentored by an existing member of staff. A Visiting Teacher Handbook will be made available to casual staff. All staff, both new and casual, will have access to Holy Spirit College policies and procedures.
- 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. This policy is printed in the College Planner, accessible by students, staff and parents/caregivers. This and other policies will be made available on the Portal. Guest speakers and information events will be promoted to parents/caregivers and staff and students will engage in workshops and activities as a part of our Pastoral Care (PC) and Personal and Social Development (PSD) program.
- Explicit promotion of social and emotional competencies among students taught throughout the school curriculum as well as in the daily College PC program, weekly PSD program and special events such as [Safer Internet Day](#), and [Bullying. No Way!](#)
- Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection



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

Guidance Counsellor – Anna Wallace -(07) 3375 8500

Year 7 Learning and Teaching Leader (Student Engagement) – Mr Michael Dwyer - (07) 3375 8500

Year 8 Learning and Teaching Leader (Student Engagement) – Mrs Cassie Geissmann - (07) 3375 8500

APRE – Ms Karen Davidson - (07) 3375 8500

### Cyberbullying

Cyberbullying is treated at Holy Spirit College with the same level of seriousness as direct bullying.

It is important for students, parents/caregivers 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

The [Australian Curriculum](#) provides the framework for your 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 as well as [Be You Programs Directory](#) and [Bullying. No Way!](#).

### External agencies

Parents and students can obtain information and assistance from the following external agencies:

- Kids Helpline: a free, private and confidential, 24-hour telephone and online counselling service for young people aged between 5 - 25 years. <http://www.kidshelp.com.au/>
- Bullying. No way! an online resource providing information for parents/carers, students and educators. [Bullying No Way](#)
- KidsMatter: a school based framework that aims to improve the mental health and wellbeing of children. <http://www.kidsmatter.edu.au/>
- Office of the eSafety Commissioner <https://www.esafety.gov.au/>



### **Section C: Our Student Behaviour Support Data**

#### **1. Data Informed Decision Making**

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

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

Holy Spirit College uses behaviour data from various sources including teacher/support staff referral, BI and Engage Student Support System to make informed decision about student supports. Pastoral Care teachers meet regularly with Identity Leaders to discuss student data and identify any support as required. The Wellbeing Team consisting of the Principal, Deputy Principal, Guidance Counsellors, Support Teacher Inclusive Education and Learning and Teaching Leaders meet regularly to analyse universal school data and feedback to various teams. Student data is captured in the Engage Student Support System by teaching and student support staff.



### **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: Sopher 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**

	<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,	Green light behaviours



		spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	
<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

**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	<p>Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>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</p>



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





	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>17</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>18</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