Student Behaviour Support Plan

Primary

ST MARY'S CATHOLIC PRIMARY SCHOOL, MARYBOROUGH
STUDENT BEHAVIOUR SUPPORT PLAN

St Mary's Catholic Community Vision, Mission and Values

Vision	St Mary's is committed to building a strong faith community guided by the Gospel
Mission	At St Mary's Primary School we will: • Seek to understand and support needs in our community. • Make a difference while staying true to our beliefs. • Shape a more just and compassionate community.

Values	SERVICE	COURAGE	JUSTICE

Our School Context

St Mary's Primary, Maryborough is a co-educational Catholic Primary School, currently catering for 367 students from Prep to Year Six. Our student body draws on catchment areas including Tiaro, Hervey Bay, Boonooroo, Howard, Burrum Heads, Bidwill as well as the Maryborough area. We cater for a diverse range of family units and our students come from a variety of socio-economic groups diverse multi-cultural origins and faith beliefs. We are a community of students, staff, parents and parishioners working together with a shared vision and commitment to faith and excellence in education.

Catholic schooling has been part of the Maryborough community for many years. Maryborough's first Catholic school house was opened in 1858. The Sisters of St Joseph brought with them the traditions and spirituality of their founder, Mary Mackillop, who lived her life with an intense concern for the poor, a deeply held Catholic faith and an enduring trust in the providence of God. On Sunday 4th February 1872 the new Church entitled "St Mary's" was opened by Father Tissot.

The convent and school was built on the corners of John St, Walker St and Lennox St and opened on 27th August 1893 by Archbishop Dunne as St Michael's Convent. This was to be the new home of the Sisters of Mercy until their departure in 1989. The charisms of both the Sisters of St Joseph and Sisters of Mercy combined with Parish heritage have guided our school community to the present time.

Present day St Mary's Primary School is an ever evolving, dynamic, contemporary educational facility. We are building closer connections and stronger relationships with St Mary's College, St Mary's Parish and the wider community to ensure a more seamless transition from Prep to Year 12. In 2021, our combined Catholic Identity Project committee designed a new logo to represent the three entities.

Consultation and Review Process

St Mary's Primary School has a process for the development, review and consultation of the School Student Behaviour Support Plan. A Positive Behaviour for Learning Team (PB4L) has been established and has representatives that include members of the Leadership Team, Classroom Teachers, School Officers and Guidance Counsellor. In 2023 the PB4L team conducted a review of the school PB4L matrix and the School Student Behaviour Support Plan. Throughout the year, the team consulted with a wide range of community stakeholders to inform decision-making. Consultation occurred through staff meetings, meetings with our Combined School Board, and distribution of the draft policy to parents and carers for comment and review. A review of school data, on the Business Intelligence Tool (BI Tool), relating to school disciplinary absences, behaviour incidents, and attendance also informed the Policy and procedures. Data was gathered via ENGAGE, and the 'Tell Them From Me' survey along with student voice conversations. Staff were engaged in collaborative conversations through various formats including staff meetings. A detailed review will occur every two years and a high-level check will be performed annually.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

Student behaviour support is at the core of our business for all teachers. At St Mary's Primary School, we believe effective learning and teaching is supported by positive learning environments. This starts in the classroom, with each individual student.

We believe that:

➢ Every learner is created in the image and likeness of God and inspired by the Spirit;
➢ Every learner responds with passion and creativity to life;
➢ Every learner seeks to find meaning in life and learning;
➢ Every learner brings to the learning experience their own richly diverse life journey and we respond creatively, flexibly with a futures orientation to ensure dignity and justice for all;
➢ Teaching is relational with a shared responsibility to educate for the common good;
➢ Teaching is visible, explicit and responsive, creating equality and excellence for all learners;
➢ All classroom environments must be welcoming, disciplined, safe, and supportive, where students and teachers develop positive relationships;
➢ Teachers hold high expectations for students' academic achievement and future behaviour choices;
➢ Teaching and learning occurs when learning is explicit, appropriately challenging and encompasses deliberate practice aimed at attaining mastery of the goal;
➢ The teacher fosters effort, clarity and engagement in learning, where feedback is given and sought to evaluate and improve outcomes to develop positive attitudes to learning;
➢ Students actively engage in clearly defined learning goals for both academic and behaviour;
➢ Students are always asked to do the best they can. The teacher's role is to facilitate this behaviour;
➢ Students are able to describe what they are learning, how well they are going and what they intend to do next; and
➢ Recognition and encouragement are given to those students who have done their best.

The school provides learning opportunities for:

• Staff via – Staff Meetings, twilights, Staff Induction Process, staff portal, reviewing data, email and face to face conversations.

• Parents via – website, enrolment meetings, application information, letters home, newsletters, information sessions, face to face conversations, emails, meetings, parent handbook.

• Students via – PB4L weekly lessons, class instruction, assemblies, masses and liturgies, prayer experiences, conversations, meetings, rewards, awards, guest speakers and fundraising activities.

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.
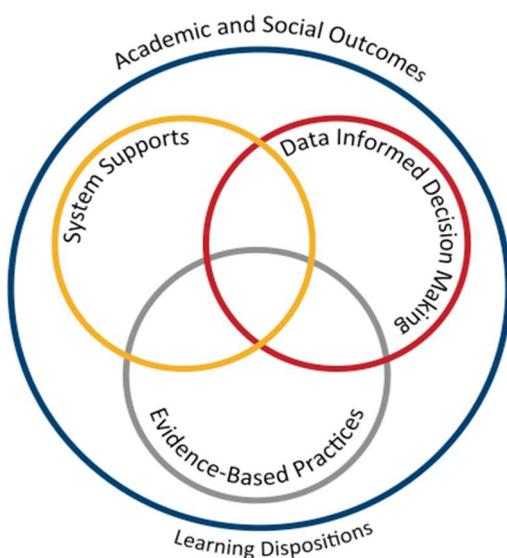

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.
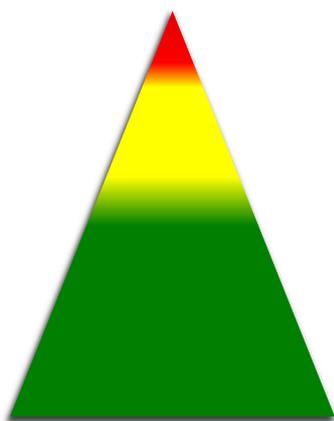
Tier 1 Universal Supports:

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 Staff

Presently our PB4L team consists of the representatives who have attended the PB4L Tier 1 presentation - Identifying Tier 1 Universal Supports Essential Components of Implementation in our School. They include Michelle White (Principal), Stephani Barnes (APRE), Emma Putney (ST-IE), Rebecca Ferlazzo (GC), Andrea Rossiter (Learning Intervention Teacher), Donna Papworth (CT), Nicole Kilpatrick (Japanese and EAL/D) and Jessica Byrnes (School Officer). Meetings are held on a needs basis and are usually on a Tuesday after school. Meeting minutes are taken and stored on the School Portal.

At each meeting the Guidance Counsellor provides an analysis of our behaviour data from the Engage system, along with suggested strategies or areas of focus. Tier 1 Section 8 "Effective Classroom Practices and Responses" Professional Development has been completed by all staff at the beginning of 2022 and again in 2024. In 2025, teachers who were wanting to upskill or extend their knowledge about PB4L and implementing the framework and/or review their current practices, were encouraged to enrol in the BCE online professional development in iLearn. (PB4L002)

Further to this, professional learning around student behaviour support is included as part of the annual professional development of staff and includes: twilight professional development, staff meetings and selected external professional development.

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 based around our St Mary's Community Values of Service, Courage and Justice. Each of these values are in relation to our faith have been further developed by three life statements which we seek to live and teach in daily interactions with each other, with students and parents.

The 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. Our school behaviour matrix was updated in 2025 by our PB4L, in consultation with students and staff.

Matrix

How are the expectations taught?

Each week an area of focus is chosen and this is taught to the students through explicit teaching by the classroom teacher each Monday morning. To support the teachers, at the beginning of each week, a member of the PB4L team sends out a 'lesson plan' which is a short powerpoint with some ket points and lesson ideas to share with their class. These lessons are saved on the School Portal.

At Assembly each Monday afternoon, the Principal or APRE further unpacks the area of focus by reiterating the expectation through real life examples or role play.

Term 1 2024	
Week	Topic
2	Follow instructions of all staff
3	Play safely and fairly
4	Communicate respectfully
5	Treat devices with care
6	Set goals and challenge myself
7	Report problems
8	Ask for help
9	Use equipment correctly
10	Set a good example

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

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

2. Focus: Teaching Expected Behaviour

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

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

- At the beginning of school year and at the start of the second semester the Matrux is reviewed by staff and students.
  - Staff Meeting preview of area for this week (Tuesday)
  - Monday assembly introduced to students by Principal/ APRE
  - Follow up in classroom to be covered by classroom during the week – viewing the associated area of the school and refreshing what behaviours are expected within this context.
- When inducting new students and staff.
- Zones of Regulation/Health lessons
- Student leaders support younger peers on the playground/ areas on matrix.

- Teachers hand out the SPIRIT and Student of the Week Awards to reinforce expected school behaviours.

At St Mary's, we believe that preventing inappropriate behaviour through the education and promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur. We believe that *behaviour is a teachable moment. Behaviour communicates a need or a lagging of skill."*

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.

At St Mary's each teacher has been provided with the Professional Development around the Student Behaviour Support – Expected Classroom Practices.

The encouragement strategies in place for school and classroom include feedback to students – specific, positive, timely and frequent and consciously incorporating the language of the Matrix, the Expectations Poster and the Communication Touchstones.

How do we encourage the expected behaviours?	
Whole School and Classroom Practices	Phone calls, emails, or communication to parents/carers. Individual class or year level rewards. Class responsibilities (messenger, teacher's helper, library monitor, tuckshop). Ongoing praise/encouragement (verbal/non-verbal/written). Public display of work (classroom, Hall foyer, library, Facebook, Newsletter). Sharing work with others (Principal, APRE, LET team, other year level classes, support classes and parent/carers).
Spirit Ticket Awards Teachers will write out a Spirit Ticket when the specific behaviour is sighted. We have a weekly behaviour focus from the matrix (a different area is used each week)	- Teacher initiated reward systems to encourage engaged behaviours for learning. - Teachers may give out Spirit Tickets in the playground and in the classroom. - Students who receive these tickets will place them in their respective year-level boxes. There are three boxes: Prep–Year 2, Year 3–4, and Year 5–6, all located in the library. - The Principal/APRE will draw two winners from the Prep–Year 2 box, one winner from the Year 3–4 box, and one winner from the Year 5–6 box.

This lesson focus is talked about on Assembly and then explicitly taught in class.	• During assembly, the Principal or APRE will acknowledge all students who received SPIRIT tickets that week, asking them to stand for recognition of their positive behaviour. • SPIRIT ticket holders get to sit in the VIP section during assembly, receive a prize from the Prize Box, and be recognised on Facebook. • SPIRIT tickets are tallied weekly, and the total count is shared at assembly. These tickets contribute to the whole-school reward program, which occurs once the total reaches 500 tickets. • Students can suggest rewards by placing their ideas in the Rewards Suggestion Box located in the library.
Student of the Week Awards reinforces the active learning behaviours in the classroom.	• The awards are given to students who display any academic achievements or students who have displayed the School Value of Service, Courage and Justice. • Parents are invited to Assembly to see their child receive the award. • Students are recognised on Facebook.
School Value Awards In Week 10 of each term we recognise one student per class who has displayed the school value for the term.	• The Term School Value Awards recognise students who demonstrate the specific value aligned with the School Formation Plan for that term: Term 1 - Compassion Award Term 2 - Justice Award Term 3 - Service Award Term 4 - Courage Award • Parents are invited to Assembly to see their child receive the award. • Students are recognised on Facebook

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:

1. **Check and Connect** – Informal check-ins with a leadership or student support staff member. The purpose of check and connect is to provide students with the opportunity to connect, converse and regulate with an adult in a safe, supportive space. This helps students to re-engage with the learning environment.

2. **Check In/Check Out** - H.U.G. Program (Hello, Update, Goodbye) is a formal check in process. The Behaviour Support Program (Check in and 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.

3. **Social Emotional Skills Groups** - This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. School Officers facilitate these groups under the supervision of the Guidance Counsellor.

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 and designing an Individual Behaviour Support Plan/Crisis Mangagement Plan/Risk Assessment/Transition Plan/Safety Plans.
- Pro-active, collaborative problem-solving processes that ae discussed at LET meetings following a referral by a class teacher.
- Guidance Counsellor support services.
- Regular review meetings with parents and carers.
- Learning Enrichment Team Case Management - planning and implementation of individualised support plans and monitoring data.
- Partnerships with outside support agencies and specialists.

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

De-Escalation	Problem-Solving	Restorative
Decrease demands Sensory break Movement break Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom (a Nurture Room is being set up in Term 2 2024). Set limits Choices offered Individual crisis support and management plan	Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference Logical consequence

St Mary's Positive Behaviours for Learning

	Type of Behaviour	Responses	Responsibility
Universal Behaviour Support	Positive Behaviours 4 Learning- PB4L Matrix	1. Plan using approved curriculum 2. Differentiate Learning for students to be successful 3. Teach the weekly PB4L focus 4. Remind students the weekly PB4L focus at the assembly 5. State and teach classroom expectations 6. Teach and use procedures and routines 7. Actively supervise learning and give students feedback about productive behaviours 8. Provide multiple opportunities to respond 9. Have positive support strategies to respond to productive behaviours for learning 10. Have positive supportive strategies to respond to unproductive behaviours for learning	Every Classroom Teacher All staff Students
Minor Unproductive Behaviours	Inappropriate verbal language Non-serious but inappropriate contact Defiance/non-compliance Low intensity, but inappropriate disruption Non-serious but inappropriate use of technology Low intensity misuse of property Misuse of playground equipment Unsafe play	**PROACTIVE APPROACHES** Teach school expectations (refer to the PB4L matrix) Teach or revise the relevant General Capabilities and Personal and Social Capabilities which align with the Australian Curriculum. **DE ESCALATING APPROACHES** • Use proximity • Signal non-verbal cues-eye contact • Use visual cues • Ignore/attend/ praise	Teacher Staff Student

	Late to class Out of bounds Lying/cheating-white lies Isolated inappropriate comments to others	• Restitution • Offer choices • Redirect the student • Supportive Check-in and follow up • Calm down time in safe space (Lily Pad-LET space, Rocket Room, GC office (Mon, Tues, Wed) or sensory break (the use of nurture room from 8:45-9am)	
Repeated Minor Unproductive Behaviours	Continued minor behaviours from above as well as repeated unproductive behaviours.	De escalating approaches from above as well as: **PROBLEM SOLVING RESPONSES** • Re-teaching of positive behaviours • Decreasing demands (in class sensory breaks, break down tasks, now and then strategy, increased support for tasks) • Provide a clear choice • Time in (must be timely, safe place inside classroom, walk with teacher on duty) • Collaborative problem solving with students and teacher (structured play, goal setting, check ins, modified eating or play area) • Withdrawal from class or play • Timeout in support classroom • Timeout in Learning Support space or administration office with the Think Sheet • Timeout to restore relationships (restorative conversation, apology, student makes amends) • Parent notified • Student-Parent Teacher conference • Targeted support-referral to the Learning Enrichment Team e.g Wellbeing groups	Teacher/Staff Year level Coordinator Staff-Parent /Carers partnership Learning Enhancement Team Student

| Major Unproductive Behaviours | May include the following behaviours displayed by a student:

Major defiance

Verbal aggression

Serious physical contact

Bullying and harassment

Major disruption-persistent and intentional

Damages property- substantial damage

Leaving the school grounds

Stealing

Major inappropriate use of technology

Drugs

Violent behaviour that can cause harm to self or to others | **CONTACT YEAR LEVEL CO-ORDINATOR /OFFICE IMMEDIATELY** to de-escalate and manage the situation

• Ensure safety of staff and other students

• Remove students from the room

• Monitor student exhibiting major behaviours

RESPONSES

• Timeout in Learning Support space or administration office with the Think Sheet (reflection sheet).

• Student, Teacher, Parent, Leadership problem solving conversation.

• Formal sanctions such as detention, suspension, negotiated change of school and exclusion may be considered.

• Parent/Carer always notified

• Re-entry meeting must occur after a suspension

• Referral to PB4L Teams for review and response

• Referral to Learning Enrichment Team

• An Individualised Behaviour Support Plan may be developed and reviewed weekly with all stakeholders (Parents/Carers, student, teacher, members of the Leadership Team).

• Strategies as discussed the school 'Child and Youth Risk Management Strategy'.

• Restorative conversation, apology, student makes amends.

• Regular monitoring and review program to monitor behavioural goals. | Teacher

PB4L team

Learning Enhancement Team

Leadership team (Year Level Co-ordinator)

Principal

Parents/ Carers

External Support Agencies

Student |

5. BCE Formal Sanctions

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

Detention processes are utilised to respond to an incident or incidents c gof unproductive behaviour. It aims to provide students with an opportunity to reflect on behavioural choices and identify future strategies to support positive behavioural choices and actions. The period of reflection is facilitated by classroom teachers and/or the school leadership team. Detention will be constructive, age and developmentally appropriate. A detention may also be nominated to take place the following day or at a later time.

During a detention the time is used to:

➢ repair relationships

➢ apply restorative practices

➢ make plans for appropriate behaviour

➢ completion of classwork

➢ rehearse alternative behaviours.

Detentions may be used during school hours when students are present at the school. Parents will be informed of a detention given during the day or of an upcoming detention.

Suspension process are utilised for minor repeated behaviours, major or serious behaviours. Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Both at school and at home suspensions will be considered. Suspensions are necessary to identify to the student the significance of the behaviour and give time to process why and how the behaviour can be improved.

The school Principal or a delegated member of the school leadership team may suspend a student for:

➢ persistent non-compliance: students, who in their relationships with employees, are persistently disobedient, disrespectful or engage in verbal, physical or online harassment and abuse

➢ persistent disruption: students who persistently disrupt and prevent the learning and teaching of other students ➢ serious breach of the School Student Behaviour Support Plan

➢ possession of alcohol or a suspected illegal drug

➢ violence or threat of serious physical violence

➢ concerning or serious sexual behaviour

➢ possession of a weapon or knife

➢ verbal abuse. A discussion with the parent is a required part of the process for suspension and return to school process, and it is expected that a parent/legal guardian and student will participate.

Parents will also receive a written suspension notification that will:

➢ indicate the reasons for the suspension.

➢ advise the length of the suspension, the start date and time, the expected return date.

➢ outline the responsibility of the parent/legal guardian for the care and safety of the student who is under suspension, and the expectation that the 19 student will continue with their own studies while suspended and away from the school.

The Re-Entry Meeting is a key element of the Suspension process, in order to:

➢ ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction

➢ confirm that authentic reflection and/or commitment to changed behaviour has taken place.

➢ confirm that any agreed actions as a condition of re-entry have been completed, such as the completion of agreed schoolwork, the engagement of outside specialists/professionals, etc.

➢ support the student to engage in restorative conversation or action with the person or people who were harmed by their actions.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions at the school they have been excluded from. In extreme circumstances, where all other avenues to support a student to stay at St Mary's Primary have been exhausted, the principal may recommend exclusion. A student would only be excluded from St St Mary's Primary as an absolute last resort, where the frequency and intensity of 20 their unsafe behaviour is so extreme that the risk to the school community is unacceptable and cannot be managed if they remain enrolled here. The school understands that exclusion has serious long-term consequences for the student and their family. We will do all we can to avoid exclusion by using a range of behaviour supports and, where appropriate, other educational adjustments, to help the student engage in learning and play safely at school. The principal alone does not have the authority to exclude a student. The Executive Director of Brisbane Catholic Education makes the final decision about exclusion of a student. Because exclusion is such a serious measure, there is a clear procedure that schools must follow if it is applied, involving their Senior Leader (who is responsible for a cluster of BCE schools), BCE's Head of School Progress and Performance, and the Executive Director.

1. The principal notifies the student and the family that the student will be Suspended for ten school days, but that exclusion from the school is being recommended to the Executive Director of Brisbane Catholic Education.

2. The principal will provide the reasons for this recommendation.

3. The student and their family have seven school days to respond.

4. The principal will provide the student's family a copy of all the documentation that relates to the decision to exclude the student (some documents may be altered to protect others' privacy).

5. The principal will request a meeting with the student's family to outline the process of exclusion and communicate the reasons for it in person.

6. The student and their family have the right to have a support person present for all meetings with the principal and other BCE personnel if exclusion has been recommended.

7. The principal will provide the student's family information about the implications of exclusion, their right to appeal, and how to appeal.

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 SchoolProPer@bne.catholic.edu.au.
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:**

   At St Mary's there are many ways in which we provide professional learning & information to our community:

• Staff members participate in ongoing professional development relating to behaviour education to ensure a proactive approach is adopted and adapted. Professional learning around bullying and harassment is included as part of the annual professional development of staff and includes: twilight professional development opportunities, staff meetings and selected external professional development.

• Community awareness to promote our school's programs and response is a priority. This is achieved through parent nights, close home & school communication, school website, newsletters, class correspondence and school assemblies.

• The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. e.g. Social Emotional Program.

• As part of this Student Behaviour Support Plan we clearly outline appropriate responses and steps to inappropriate "in class" behaviours and inappropriate "outside class" behaviours.

• Classroom teachers will discuss and clarify our school's approach with the students in his or her class at the start of each year and at regular intervals throughout the year as a priority.

• Our school curriculum will include the promotion of inclusion, acceptance, tolerance, love and friendship with strong anti-bullying messages and strategies eg: class culture established, identified Religious Life of our School

• School, weekly assembly, special presentations at assembly, assembly prayer and opportunities for students to practise key messages, etc.

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

At St Mary's Primary we take a positive, proactive approach to anti-bullying by teaching positive strategies for recognising and dealing with inappropriate or bullying situations.

This includes:

• Explicitly teaching the Personal and Social Capabilities of the Australian Curriculum in all classrooms.

• Explicitly teaching Bullying and Harrassment as per the Health component of the Australian Curriculum.

• Specific teaching and reteaching of the Behaviour Support Matrix at the appropriate level for students.

• There is an option of structured play at break times as part of our teacher supervision roster to support learning and social skills.

• Restorative conversations involving all stakeholders/relevant parties.

• Visual supports displayed in each classroom with appropriate posters.

•Leadership Team & members of the PB4L Committee take responsibility for promoting positive behaviours through assemblies and newsletters.

• Student surveys for school safety and well-being.

• Revisiting strategies throughout the year at significant times e.g., Child Protection Week, Harmony Day, Day for Daniel, White Ribbon Day, National Day of Action Against Bullying and Violence.

• Guest speakers for staff, students and parents – Internet and Online safety, Anxiety, Child Safety etc.

3. Responding to Bullying and Harassment:

All staff must take all reports of bullying and harassment seriously and respond with a school team process. Staff will adopt a 'no blame' approach and process in the first instance.

➤ **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.

If bullying is identified, members of the Leadership Team will use a combination of the following strategies with the students involved:

• Mediation – Students are invited to take part in a session with a staff member to de-escalate and help resolve their differences.

• Restorative Practices

• Support Group Method – A process in which students who have offended attend a meeting together, at which the offender is required to reflect upon the harm that has been done, experience remorse and act restoratively towards the person/s offended.

• Refer to Guidance Counsellor (always with parent/carer permission)

• Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences.

The incident is recorded in Student Behaviour Support System (SBSS) and entered in Bullying Register. Continued bullying will result in a further action plan being devised, appropriate consequences for the student, and further dialogue with the parents. The Guidance Counsellor and / or LET Team may be involved in formulating this action plan.

We support the target in the following ways:

• Offering an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;

• Informing the child's parents;

• Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;

• Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents;

• Taking necessary actions to prevent more bullying.

• Strengthening - Helping the person deal more effectively with the person seeking to bully him or her.

We support the perpetrator in the following ways:

• Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying;

• Informing the child's parents;

• Continuing to monitor the child's behaviour and offering appropriate support; and

• Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

• Restorative practices including mediation and apology as appropriate.

At St Mary's, all reported incidents of bullying and harassment, in all environments including online, are recorded, and monitored in the Engage Student Support data base. Student behavioural incident data is tracked and analysed to detect patterns of bullying and harassment. This enables the school to take appropriate action in alignment with our three core values of Service, Courage and Justice.

4. **Preventing Bullying and Harassment**

At St Mary's, we utilise Positive Behaviours for Learning (PB4L) framework to plan for a safe, supportive and inclusive school for the prevention of bullying and harassment. This Framework is built upon a relational approach to teaching, learning and wellbeing. Respectful and positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes. Through a relational approach we seek to enhance relationships among students, and between students, teachers, and parents, to support positive behaviours for the learning and wellbeing of students.

The approach is based on Restorative Practice philosophy, which is in keeping with our Christian approach to positive behaviours, provides students at St Mary's with the opportunity to develop high expectations in a caring, supportive environment.

We operate relationally by:

• Having high expectations and insisting on high standards of behaviour

• While providing high levels of support and care for individuals

• Focusing on restoring any harm done, and seeing incidents primarily as

  'teachable moments'

It is expected that teachers explicitly and continuously teach, and model clearly stated expected positive behaviours. Student behaviour is inextricably linked to the quality of the learning experience. Supporting students to display positive behaviours is the responsibility of every member of the school community – students, parents, and staff in partnership.

Further to this the school implements the following strategies to establish a safe, supportive and inclusive school environment:

• Student Assemblies: Student bullying and expectations about student behaviour are discussed and information is presented to promote a positive school culture where bullying is not accepted. For example National Day of Action, Harmony Day.

• Staff Communication and Professional Learning: Staff are 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. For example staff mandatory training for all staff around harassment and bullying, student protection processes and staff meeting around entering data into Engage and tracking behavioural trends.

• School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. For example the school regularly engages 'Internet Safe Education' to provide professional learning to staff, students and parents.

• New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through college induction processes and mandatory training.

• Communication with parents: Our school does 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. For example parent engagement sessions, communication via the Parent Portal and year level emails, social media posts and newsletters.

• Explicit promotion of social and emotional competencies among students: For example, Day for Daniel, school leadership program, explicit teaching of the Personal and Social Capabilities of the Australian Curriculum, Guidance Counsellor visits to classrooms, and classroom visits by school leadership.

Key contacts for students and parents to report bullying

Key contacts for students and parents to report bullying are **in the first instance the classroom teacher.** If the issue is unresolved, contact may need to be made with the Leadership Representative for your child's year level:

Years Prep and Year 6- Michelle White – mlwhite@bne.catholic.edu.au

Years 1 and Year 2- Stella O'Gorman- skorlaki@bne.catholic.edu.au

Year 3 – Emma Putney- emma.putney@bne.catholic.edu.au

Year 4 and Year 5- Stephani Barnes – sbarnes@bne.catholic.edu.au

Cyberbullying

Cyberbullying is treated at St Mary'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. Cyberbullying is treated at St Mary's following the same process as all forms of bullying and harassment or violence, outlined above. Each year at St Mary's, students engage in learning around our school "Technology Acceptable Use Agreement." All students are required to agree to these expectations and responsibilities that come with using school digital equipment. This agreement is reflective of our school values and promotes safety and social responsibility. Students are encouraged to take a stand against cyberbullying and to speak out whenever they witness someone being mean to others online.

If a student is experiencing cyberbullying themselves, they are encouraged to:

- Block and report communication immediately

- Never reply to harassing messages

- Keep a record of any harassing messages

- Tell an adult that they trust. This could be a teacher, parent, older sibling or grandparent – someone that can help them to do something about it.

Resources

The Australian Curriculum provides the framework for 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 the Health and Physical Education curriculum. Other useful resources available to parents/carers and the school include:

- Bullying No Way

- Office of the eSafety Commissioner

- Be You Programs Directory

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

Our Guidance Counsellor regularly analyses the behaviour data recorded in Engage. This data is presented to staff. This information, along with other data sources helps us make data informed decisions about student supports. We look at areas of data that show problems with behaviour in the school and look at ways to address this behaviour. This behaviour is then addressed at staff meetings with the teachers and on assembly and in class with the students.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions
Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot" Swearing
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line Play fighting
3	Disrespect/ non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No" Saying "I don't want to do that" Ignoring instructions
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out Talking to a peer in class at the wrong time
5	Uniform violation – Minor	Student wears clothing, hair style or jewellery that is not within the school's Uniform Policy	Incorrect uniform, jewellery or hairstyle No formal uniform Wearing make-up
6	Technology Violation - Minor	Student engages in non-serious but inappropriate use of iPad, mobile phone, device and/or camera	Using a mobile phone during the school day Using an iPad in class at the wrong time or for the wrong purpose
7	Property misuse	Student engages in the misuse of property or intentionally damages property	Using equipment contrary to its design or purpose Minor graffiti
8	Late	Students arrive back late to class following breaks or during transitions	After Morning Tea, a student is late to class (not 'late to school' as this is often beyond the control of a student)
9	Out of Bounds	Student is in an area that has been designated "off limits"	Student playing in an out of bounds area
10	Lying/Cheating	Student engages in low level lying or cheating	"I came first" "It wasn't me!" Not initially admitting when they are wrong
11	Teasing	Isolated, inappropriate comments (ongoing teasing would be considered as Bullying)	Laughing at someone's misfortune Name calling

12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation	Green traffic light behaviours e.g. consensual activities or play among equals in terms of age, size and ability levels
13	Task Avoidance	Student has failed to complete a set piece of work in a clearly specified time frame	Is refusing to start a learning task, continue or complete a learning task

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner intended to harm, distress, coerce or cause fear	Swearing with intent Language directed to hurt or show disrespect Intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress, coerce or cause fear	Hitting, punching, kicking, pulling hair or scratching Hitting with an object Aggressive or intimidating body language
3	Bullying/ Harassment	Bullying/Harassment behaviours target an individual or group. These behaviours may offend, humiliate, intimidate or create 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, Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating; Racial: taunts, graffiti, gestures; Sexual: unwanted physical contact, abusive comments; Cyber bullying: using technology to exhibit any of the above behaviours e.g. sending insulting text messages, publishing someone's private information or photo without permission
4	Defiance/ non-compliance	Constant, bold refusal to comply or follow directions A resistance to authority, engaging in a power struggle	Ongoing refusal of a reasonable request of a teacher or supervisor Talking back in an angry and/or rude manner to staff Ignoring/walk/running away from staff
5	Disruption	Persistent behaviour causing an interruption in a class or an activity that takes away from the learning	Sustained loud talking, yelling, screaming, or repetitive noise with objects Repeated out-of-seat behaviour
6	Dress Code Violation	Ongoing refusal to wear clothing, hairstyle or jewellery that conforms with the School Uniform Policy	Offensive T-shirts Repeated refusal to wear uniform, correct hair, jewellery

7	Vandalism/ Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing furniture Major graffiti of the school Intentionally breaking school property
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Student leaves class/school without permission Student stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school property Stealing the personal property of others
10	Forgery/ Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is deliberately submitting someone else's work as your own.	A student signing a permission form as the parent Using someone else's ideas or writing in an assignment without acknowledging the source material.
11	Technology Violation	Student engages in inappropriate use of personal or school device	Accessing inappropriate websites, games and apps Using someone else's log in details Inappropriate comments or photos posted without consent on social media
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, vapes, alcohol, prescription drugs, other drugs or drug-related equipment
13	Weapons	Possession of or use of a weapon (any object, device or instrument designed as a weapon)	Knife, toy gun, taser, gun or homemade weapons
14	Combustibles	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 or lighter fluid
15	Bomb Threat or 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	A student organises 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	<u>Orange Traffic Light Behaviours</u> - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability <u>Red Traffic Light Behaviours</u> - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play Persistent nudity Repeatedly exposing of private parts of others or self Forcing others to be involved in sexual activity

			Using devices to view or send sexual images
17	E-Crimes or Cyber exploitation	Illegal actions that are carried out by using a device to take advantage of another	Stealing someone's identity Impersonating someone online Sending sexually explicit images
18	Academic Dis-engagement	Student does not complete and/or submit assessment pieces	Avoiding tests Refusing to submit assignment work Ongoing, minimal effort put into assessments

APPENDIX C – COMMUNICATION TOUCHSTONES POSTER (displayed in all classrooms)

Approver:	Michelle White	Issue date:	31/03/25	Next Review Date: March 2026