St Columba’s
Catholic Primary School

Behaviour Support Plan

Revised February 2016
This document builds on the work of behaviour support practices developed at St Columba’s School over a number of years. In 2010, the school community committed to formally reviewing the school’s behaviour support practices, resulting in extensive professional development, focused discussion and consultation. This was led by the Behaviour Support Committee, whose members included:

Rachael Nucifora (Chair)
Martin Wilkie (Principal)
Margo Carwardine (Assistant Principal)
Melissa Graham (Teacher)
Meg Grouhel (Support Teacher, Inclusive Education)
Lauren Schultz (Teacher)
Toni Godfry (Teacher)

The Committee is thankful for the technical support it received from:
Tamara O’Brien (Teacher)
Nicole LaRosa (Teacher)
Ricardo Bonasia (Teacher)

The school community is further thankful for the guidance and support received from Linda Llewellyn and Brooke Daniels, Brisbane Catholic Education, Education Officers – Student Behaviour

In 2013 this document was revised, to be reflective of the newly published Brisbane Catholic Education Student Behaviour Support: Guidelines, Regulations and Procedures
## Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Rationale</td>
</tr>
<tr>
<td></td>
<td>St Columba’s School Context</td>
</tr>
<tr>
<td></td>
<td>Beliefs About Behaviour and Learning</td>
</tr>
<tr>
<td>4</td>
<td>St Columba’s School Personal Responsibilities</td>
</tr>
<tr>
<td>5</td>
<td>School Responsibilities Rubric</td>
</tr>
<tr>
<td>6</td>
<td>School Modes of Behaviour Support – Whole School</td>
</tr>
<tr>
<td>8</td>
<td>School Modes of Behaviour Support – Classroom</td>
</tr>
<tr>
<td>12</td>
<td>Behaviour Support in the Playground</td>
</tr>
<tr>
<td></td>
<td>Behaviour Support for Individual Students Needs</td>
</tr>
<tr>
<td>14</td>
<td>St Columba’s Bullying Policy</td>
</tr>
<tr>
<td>16</td>
<td>Responding to Bullying</td>
</tr>
<tr>
<td>19</td>
<td>Appendix</td>
</tr>
<tr>
<td>20</td>
<td>Appendix 1</td>
</tr>
<tr>
<td>25</td>
<td>Appendix 2</td>
</tr>
<tr>
<td>26</td>
<td>Appendix 3</td>
</tr>
<tr>
<td>27</td>
<td>Appendix 4</td>
</tr>
<tr>
<td>30</td>
<td>Appendix 5</td>
</tr>
<tr>
<td>31</td>
<td>Appendix 6</td>
</tr>
<tr>
<td>32</td>
<td>Appendix 7</td>
</tr>
<tr>
<td>33</td>
<td>Appendix 8</td>
</tr>
<tr>
<td>34</td>
<td>Appendix 9</td>
</tr>
<tr>
<td>35</td>
<td>Appendix 10</td>
</tr>
<tr>
<td>36</td>
<td>Appendix 11</td>
</tr>
<tr>
<td>47</td>
<td>Appendix 12</td>
</tr>
<tr>
<td>48</td>
<td>Appendix 13</td>
</tr>
<tr>
<td>49</td>
<td>Appendix 14</td>
</tr>
<tr>
<td>50</td>
<td>Appendix 15</td>
</tr>
<tr>
<td>52</td>
<td>Appendix 16</td>
</tr>
</tbody>
</table>
St Columba’s School

Behaviour Support Plan

Rationale

St Columba’s School upholds its commitment to quality education through the promotion and consistent implementation of our Behaviour Support Plan. This plan, developed collaboratively through consultation with the various members of the school community (administration, teachers, school officers, parents, students and school support personnel), reflects not only the values and beliefs of this localised group, but also upholds the basic principles and guidelines of Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines document (September, 2008). The practices within are consistent with Professional Standards for Teachers (National and State), Principles of Effective Teaching and Learning, the National Safe Schools Framework, and with the philosophy of inclusivity relating to gender, culture and diverse abilities.

There is emphasis throughout this policy on necessary compliance to acceptable social standards of behaviour that promote a supportive and safe learning and working environment at our school. Also there is a focus on the promotion and development of rights and responsibility for all school community members, encouraging personal accountability for behaviour and the ability to translate responsible behaviour throughout contexts within and outside the school environment. The St Columba’s School Vision and Charter (refer to Appendix 1) outlines the commitments of all members of our community. Like other key learning areas in the school curriculum, socially-responsible and appropriate behaviour is a vital skill for our children so that they can experience success at school, in the workforce and throughout their lives. Through the implementation of the Behaviour Support Plan at our school, behaviour and resilience skills will be addressed and developed both implicitly and explicitly.

St Columba’s School Context

Our school is situated in the inner northern suburb of Wilston, in Brisbane, and caters for around 612 students from P to Y 6. Enrolments have risen significantly in recent years as the inner suburbs of Brisbane grow. A significant feature of the school is its strong reputation in the local community as a school that provides a Christian education in the Catholic tradition, based on Gospel Values. We are committed to the spiritual, intellectual, social, emotional, cultural and physical development of the whole person. The school has a strong focus on the pastoral care of students, quality teaching and learning and the provision of a variety of extra-curricular activities.

St Columba’s School Beliefs about Behaviour and Learning

At St Columba’s School, our Vision for Learning and Teaching includes the promotion and development of a safe and supportive environment where all members of our school:

- Strive to build a sense of community through effective partnerships and team work.
- Encourage the development of positive behaviours and resilience skills through the provision of a caring teaching and learning environment, where everyone is valued and supported.
- Communicate respectfully and justly, through our words and actions, so that everyone has the opportunity to contribute equally.
- Endeavour to build a community of learners who are creative, flexible and reflective about their behaviour in accordance with the St Columba’s School Vision for Learning and Teaching.

We believe that among our diverse school community members and the wide range of contexts within and outside the school itself, there are common underlying behavioural expectations that govern all social behaviour. It is therefore possible to establish a school code of behaviour that can be accepted by all school
community members as fair and equitable, and which is consistent not only with expectations of students in the classroom or school playground, but also at home and in the wider community. This behaviour code, or set of rules, promotes and reinforces the baseline principles and values of Catholic Education, the National Safe Schools Framework and the National Framework for Values Education. St Columba’s School code of behaviour is as follows:

**St Columba’s School Personal Responsibilities**

At St Columba’s School we have six personal responsibilities that reflect the values of safety, respect and self-responsibility at our school. These were re-designed in 2015, after their initial development in 2007, following staff in-service with John McArdle in *Mindfields of Behaviour* approach to whole school behaviour management. They now incorporate iSmart language, focussing on what responsibilities our students have and can achieve as a visible goal, as a valued member of our St. Columba’s community. The six posters are displayed in every classroom and learning area (including a modified version for senior classes – refer to Appendix 2). Each poster is colour coded (for easy reference only) and has a symbolic representation of the rule. These posters provide a visual reminder for all school community members of the positive behaviours that we value at St Columba’s School. The St Columba’s School personal responsibilities are:

At our school, community members are required to act in a safe and responsible manner that presents no danger to the physical or emotional security of themselves or others. Everyone will treat each other with courtesy and consideration at all times, being mindful of the rights and responsibilities of each person. School community members will endeavour to make appropriate behaviour choices relative to the social context, and accept accountability for the outcomes of their actions.

We believe that it takes effort from all community members to model, teach and demonstrate these responsibilities at our school. These are reinforced on whole school assembly, with Student Council Representatives demonstrating to the wider school community. Teachers can model these actions and remind children of the responsibilities in this way.

There is recognition within our school community that these behavioural expectations not only have a social context, but are skill-based. The following **St Columba’s Responsibilities Rubric** is a developmental table explaining the skills that the students need to demonstrate our school rules at different developmental stages.
Teachers may find this *Responsibilities Rubric* useful when teaching students the skills to demonstrate the responsibilities and when speaking with parents about how their child is progressing with following the responsibilities of our school community.
## St Columba’s School Responsibilities Rubric

<table>
<thead>
<tr>
<th>RESPONSIBILITIES</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>DEMONSTRATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can Listen, Think and Do</td>
<td>RARELY Uses listening skills</td>
<td>SOMETIMES Uses listening skills</td>
<td>CONSISTENTLY Uses listening skills</td>
</tr>
<tr>
<td>I can be in the Right Place, at the Right Time, doing</td>
<td>RARELY Sitting at desk or other area in class</td>
<td>SOMETIMES Sitting at desk or other area in class</td>
<td>CONSISTENTLY Sitting at desk or other area in class</td>
</tr>
<tr>
<td>the Right Action</td>
<td>On time for activities</td>
<td>On time for activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses a signal to speak</td>
<td>Uses a signal to speak</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses appropriate manners</td>
<td>Uses appropriate manners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stays within school boundaries</td>
<td>Stays within school boundaries</td>
<td></td>
</tr>
<tr>
<td>I can Apologise with my Head and Heart</td>
<td>RARELY Acknowledges wrong doing</td>
<td>SOMETIMES Acknowledges wrong doing</td>
<td>CONSISTENTLY Acknowledges wrong doing</td>
</tr>
<tr>
<td>I can use Helpful Hands and Friendly Feet</td>
<td>RARELY Uses walking, playing feet</td>
<td>SOMETIMES Uses walking, playing feet</td>
<td>CONSISTENTLY Uses walking, playing feet</td>
</tr>
<tr>
<td></td>
<td>Uses holding, helping hands</td>
<td>Uses holding, helping hands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses gentle actions with others</td>
<td>Uses gentle actions with others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Puts equipment away and puts rubbish into the bin</td>
<td>Puts equipment away and puts rubbish into the bin</td>
<td></td>
</tr>
<tr>
<td>I can use Praise and Positive Words</td>
<td>RARELY Uses manners when speaking E.g. saying please, thank you, excuse me</td>
<td>SOMETIMES Uses manners when speaking E.g. saying please, thank you, excuse me</td>
<td>CONSISTENTLY Uses manners when speaking E.g. saying please, thank you, excuse me</td>
</tr>
<tr>
<td>I can Ask for Help. It’s OK!</td>
<td>RARELY Listens to instructions or follows directions</td>
<td>SOMETIMES Listens to instructions or directions</td>
<td>CONSISTENTLY Listens to instructions or directions</td>
</tr>
<tr>
<td></td>
<td>Attempts to ask or seek help from others</td>
<td>Attempts to ask or seek help from others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asks for clarification or assistance</td>
<td>Asks for clarification or assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helps others</td>
<td>Helps others</td>
<td></td>
</tr>
</tbody>
</table>
St Columba’s School Modes of Behaviour Support

1. THE POSITIVE/ PREVENTATIVE (Whole School) MODE OF BEHAVIOUR SUPPORT

At St Columba’s School we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

Establishing Behaviour Expectations at St Columba’s School

At St Columba’s School there are many ways that staff establish the behaviour expectations of our students, including:

- Explicit teaching and consistent follow-up of school responsibilities
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying photos of positive behaviours
- Display the school and classroom responsibilities clearly
- Using explanations of the school and classroom responsibilities i.e. what do they look like, sound like, feel like.
- Using appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
- Effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year

St Columba’s School Positive School Culture

Every week, our school community gathers together for Sacred Singing and Whole School Assembly. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, responsibility and anti-bullying reminders, Bounce Back! themes and by raising awareness of current school events. The Bounce Back! Classroom Resilience Program supports the creation of a positive whole school culture (refer to Appendix 3).

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Praise/encouragement (verbal/n -verbal/written – Praise Note)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Articles in St Columba’s School Newsletter – fortnightly electronic publication

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. The following St Columba’s School Table of Awards outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school.

The efforts of staff members are acknowledged at whole school assemblies, staff meetings and/or written in the St Columba’s fortnightly school newsletter, and in electronic Leadership Team Announcements on the staff portal.
### St Columba’s School Table of Awards

#### Praise Notes
Praise Notes were introduced with the **Bounce Back!** Program to promote our school responsibility. They are affirmations or compliments written out on a Praise Note and then given to the recipient. In our school community, we encourage the giving and receiving of praise and positive words via Praise Notes.

- Praise Notes are to be given out in class as an encouragement award and to promote the use of Praise and Positive Words throughout our school.
- Praise Notes are not to be given out at School Assembly.
- Praise Notes can be given from student to student, student to teacher, teacher to student, student to adult, teacher to teacher, teacher to adult (staff / parent),
- Each classroom, and the school library, has a *Praise Note Wall* to display the collection of Praise Notes.
- Delivery of *Praise Notes* to other classes is to be before morning tea, before lunch or before home time.
- If students are delivering Praise Notes to Administration, please call in advance.

#### Achievement Awards
At St Columba’s we believe that every child is worthy of receiving an Achievement Award to celebrate and acknowledge significant academic, personal or social achievements. Each week on whole school assembly, teachers and specialist teachers have the opportunity to give a student from their class/es a St Columba’s Student Achievement Award.

- Acknowledges achievements made by students in a public forum.
- Awards should be for academic achievement, arts achievement or personal or social development areas similar to those on our school written reports.
- **One child from every class each week is to be awarded a St Columba’s Student Achievement Award on assembly.**
- **All awards** are to be filled in by *Wednesday end of lunch* and placed in APRE’s office in basket.

#### Principal’s Awards
For exceptional or outstanding achievement, the class teacher can nominate a student for a Principal’s Award.

- Very significant and distinguished award for excellence.
- Filled in by the class teacher and given to Principal by the **day before** assembly for signing.
- Maximum of three Principal’s Awards given at assembly each week.

#### Special Awards
For exceptional or outstanding achievement in a school cultural activity. This could include camps, choir, excursions, Drama Club, Dance, or special event participation. Any teacher or specialist teacher can nominate a student for a Special Award.

- Whole group acknowledgement of participation in a school activity or competition.
- Completed by the teacher in charge of the group with Principal signature inserted.
- **Special Awards are not** to be given out to individuals on Assembly. The group receiving the Special Award will stand and be acknowledged for their achievement at assembly.
- At a later time, the teacher responsible for the group activity or competition can distribute the Special Awards.
- **Special Awards** are to be filled in by *Wednesday end of lunch* and placed in APRE’s office in basket.

*(COPIES OF ALL AWARDS ARE KEPT IN THE ACHIEVEMENT AWARD BASKET IN THE APRE’S OFFICE)*
2. THE POSITIVE/ PREVENTATIVE (Classroom) MODE OF BEHAVIOUR SUPPORT

The Classroom Context at St Columba’s School
At St Columba’s School there are many factors that contribute to the context of our classes and how these affect teacher choices about learning and behaviour management. These factors include:

- Physical environment – space, lighting, heating or cooling
- Well-being of the class teacher, teaching team and administration support
- Students needs and unsupported behaviours – learning needs and sensory requirements of certain students
- Class dynamics – number of students, gender mix and balance of needs in the class
- Timetabling
- Resources
- Parent expectations and involvement
- School culture, expectations and social activities
- Specialist teachers
- Location and size of school

Proactive Behaviour Support Strategies in the Classroom
At St Columba’s School we use proactive, positive behaviour management techniques in our classrooms to create the best possible learning environments for all of our students. Teachers can draw from the following proactive strategies:

- Planning based on good pedagogy
- Organisational skills – for the teacher and for the students to feel empowered about the structure of the day or lesson
- Teaching techniques, teaching styles and behaviour strategies that are effective and assist students to learn
- Resilience – for all staff and the students to be flexible in exploring new ideas and change
- Relationship building that is authentic and genuine – teacher to students, peer support, class within the school community
- Positive praise and encouragement of all students in a variety of ways
- Taking time to get to know the students within the class and their individual interests and needs
- Discussing needs, concerns or interests with parents to make connections with the student’s home
- Resourcing – locating and accessing helpful resources
- Layout of classroom – considering needs, class size, resources, sensory requirements
- Support systems and positive behaviour support
- Grouping and seating plan within the classroom to meet the student’s needs most effectively
- Establishing routines and rituals for the class
- Identifying any triggers that are of concern for particular students and have an alternative or way to minimise or eliminate these.

Behaviour Support in the Classroom
At St Columba’s School, every classroom has the six school responsibilities displayed for all students to refer to. Within each class, a code of behaviour, class charter or set of class responsibilities is established by the students with the teacher’s guidance and direction, early in Term 1. Each child commits to following the classroom responsibilities by participating in discussions, demonstrations and/or role plays about the class responsibilities. This class code of behaviour, class charter or set of responsibilities will be on display in the classroom.

Each teacher is responsible for establishing rights and responsibilities in their classroom in accordance with the school Set of Charters. These include the Children’s Charter, Parents’ Charter, Teachers’ Charter and School Officers’ Charter and the description of the Commitments from each of these groups. These are outlined in the St Columba’s Parent Handbook (refer to Appendix 1).

If a student at our school is making positive choices to follow the class or school responsibilities, his or her behaviour will be acknowledged with one of the strategies that contribute to creating a positive school culture. If a student is not making positive choices to follow the class or school rules, our school community recognises that there are levels of behaviour support that a student may move between. The following diagram, St Columba’s School Levels of Behaviour Support, outlines the various strategies aligned with the levels of support available at each stage.
St Columba’s School Levels of Behaviour Support

Proactive Behaviour Support Strategies

Low Reaction Behaviour Support Strategies

Warning & Responsibility Reminder

Choices Room and/or Time Out in the Classroom and/or ‘Logical Response’

Administration & Parents Contacted

Self-Managed + Teacher Support (+ Possible STIE) + Parent + School Guidance Counsellor + Assistant Principal or Principal

School and teacher response is positive and preventative

Self-Managed + Teacher Support (+ Possible STIE) + Parent

School and teacher response is intensive, with possible Individual Behaviour Management Plan and possible Risk Management Plan

Self-Managed + Teacher Support (+ Possible STIE) + Parent

School and teacher response is supportive / problem solving (targeted, e.g. at function of behaviour), with possible addition of parent-requested strategies

Self-Managed + Teacher / Peer Teacher (Buddy Class) Support.

School and teacher response is supportive / problem solving (targeted)

Self-Managed + Teacher

School and teacher response is supportive / problem solving (targeted)

Self-Managed (student alone).

School and teacher response is positive and preventative
The range of correction and intervention strategies utilised by St Columba’s school in preventing, responding to and intervening in student behaviour problems has been listed in previous sections. In the early stages of correction, the general aim is to modify severe inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to his/her learning and to the environment itself. This is the rationale of the “least intrusive” approach. Similarly, the intervention strategies for students with persistent behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical response, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the ‘victims’ of the behaviour. There is no ‘prescription’ for logical responses in the school, e.g. $\text{Behaviour A} = \text{Response A}$, because of the realisation that the individual circumstances of each situation must be taken into account. Instead, teachers are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community. At St Columba’s School, the following are examples of logical responses for unacceptable behaviour:

### St Columba’s School Logical Responses for Unacceptable Behaviour

<table>
<thead>
<tr>
<th>Example of Inappropriate Behaviour</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Continually) Late for class, or dawdling</td>
<td>• Responsibility reminder (I can be in the Right Place, at the Right Time, doing the Right Action)&lt;br&gt;• Work provided for catch-up at home/ in own time, when dawdling&lt;br&gt;• Parent contact if recurring&lt;br&gt;• Referral to Principal/Assistant Principal&lt;br&gt;• Possible referral to School Counsellor</td>
</tr>
<tr>
<td>Homework not completed (assuming no adjustments required)</td>
<td>• Use of own time to complete unfinished work.&lt;br&gt;• Contact with parent if recurring&lt;br&gt;• Possible creation of alternative ‘in-class’ times for homework completion based on circumstances (refer to Appendix 4. NB the Choices Room is not a venue for this option.)&lt;br&gt;• Possible referral to Principal/Assistant Principal</td>
</tr>
<tr>
<td>Incessant talking/Calling Out</td>
<td>• Visual reminder&lt;br&gt;• Use of ‘talking stick’&lt;br&gt;• Responsibility reminder / apology to speaker and class&lt;br&gt;• Seating plan - Movement away from peers&lt;br&gt;• Behaviour support plan / contract&lt;br&gt;• Individual ‘Positive Behaviour Choices’ book with daily feedback to parents&lt;br&gt;• Movement to Reflection-out desk to sit at.&lt;br&gt;• Movement to Buddy class&lt;br&gt;• Choices Room</td>
</tr>
</tbody>
</table>
| Non-Compliance/Work Refusal (assuming no adjustments required)       | • Repeat request allowing take-up time<br>• Responsibility reminder (as appropriate e.g. I can ask for help! It’s OK!)
• Time out on ‘thinking chair’ / mat<br>• Movement of student to buddy class<br>• Possible work adjustment<br>• Referral to STIE first, then Principal/Assistant Principal for immediate support if unsafe/disruptive.<br>• Follow-up with Principal/Assistant Principal at end of session if safe/manageable<br>• Possible suspension based on circumstances |
| Physical Contact Causing Injury,                                     | • Apology                                                                                                                                 |

---

St Columba’s School, Behaviour Support Plan, 2016
| Including Striking / Hitting                          | • Completion of *Playground Incident Report*  
|                                                    | • Referral to Principal/ Assistant Principal  
|                                                    | • Referral to Choices Room                  
|                                                    | • Social story / role play session with support teacher / leadership team member 
|                                                    | • Possible short-term withdrawal from playground  
|                                                    | • Possible suspension based on circumstances, and pending on further action  
|                                                    | • Sessions with School Counsellor (e.g. Anger Management)  
|                                                    | • Parent contact                            |
| Possession of Weapons/Drugs                       | • Immediate referral to Principal/Assistant Principal  
|                                                    | • Immediate Parent Contact                  
|                                                    | • Consultation with BCE                     
|                                                    | • Suspension pending further action         |
| Stealing                                          | • Referral to Principal/Assistant Principal  
|                                                    | • Choices Room                              
|                                                    | • Parent Contact                            
|                                                    | • Replace or return any items stolen        
|                                                    | • Referral to and sessions with School Counsellor  
|                                                    | • Possible suspension pending further action |
| Swearing                                          | • Responsibility reminder (I can use Praise and Positive Words)  
|                                                    | • Possible referral to Principal/Assistant Principal  
|                                                    | • Apology if directed at an individual      
|                                                    | • Movement to buddy class, reflection desk or Choices Room  
|                                                    | • Possible suspension based on circumstances  
|                                                    | • Parent contact, if required               |
| Unsafe Playground Behaviour (e.g. throwing rocks) | • Responsibility reminder (I can use Helpful Hands and Friendly Feet)  
|                                                    | • Short-term withdrawal (e.g. to a designated spot… Seat in shade)  
|                                                    | • Completion of *Playground Incident Report*  
|                                                    | • Possible referral to Choices Room         
|                                                    | • Possible follow-up with Principal/Assistant Principal depending on circumstances |

In applying consequences in the classroom setting, the general aim is to minimise disruption to learning and teaching whilst keeping the student within a learning setting and encouraging them to reflect on their behaviour in the interests of developing self-responsibility. For this reason, teachers at St Columba’s School are encouraged to utilise reflection areas within the classroom for temporary withdrawal, and Buddy Classes and the Choices Room when withdrawal from the immediate setting is warranted. In these venues, students complete behaviour reflection plans (refer to Appendix 4).

**Strategies for Re-entry to the Classroom**

If a student has been given time out from his/her classroom at St Columba’s School, we have re-entry strategies in place to allow the child to successfully re-enter the class. The following are positive re-entry strategies:

- Teacher and child to talk together to discuss the incident and reflect on alternate, positive behaviour choices when the child returns to the class.
- Choices Room (refer to Appendix 4)
- Apology or restorative process for students involved in a behaviour incident
- Child asks permission for re-entry before coming back into the classroom
- Cool down time for all involved is important
- Praise positive behaviours after re-entry
- Child starts afresh after re-entry to try to make positive behaviour choices to stay in the class
- Prepare other students for the re-entry of a student through a discussion or class meeting
- Involve a third person i.e. learning support, teacher aide or administration for additional re-entry support and keep documentation of the incident if required.
Behaviour Support in the Playground

Inappropriate student behaviour in the playground includes, but is not limited to:

- Rough play
- Causing injury to another
- Out of bounds
- Offensive language
- Not wearing a hat
- Inappropriate social skills
- Disobeying teacher directions
- Irresponsible eating practices
- Unsafe behaviour
- Inappropriate use of objects

Such inappropriate playground behaviour is dealt with through the application of levels of behaviour support as previously elaborated on, including:

1. Proactive Behaviour Support Strategies
2. Low Reaction Behaviour - Behaviour Support Strategies
3. Warning & Responsibility Reminder
4. Choices Room and/or Time Out from the playground or ‘Logical Response’
5. Administration & Parents Contacted.

To support the tracking of such behaviours, for both the benefit of the individual student and the school community, Behaviour Incident Report forms (refer to Appendix 5) have been developed and are to be carried with teachers in their Playground First Aid Bag each time they are on Playground Duty. Should a playground incident require reporting, after the teacher on duty has completed the form, they are to return it to the class teacher of the student concerned as soon as possible after the incident has occurred. As a general rule, once a teacher receives two such reports on a child within one term, they are to support the child in notifying their parents/carers of their inappropriate playground behaviour via a Behaviour Playground Notification letter (refer to Appendix 6). The class teacher is also to advise the school leadership team of this action. At this point in time, or through the process of the teacher tracking any subsequent incidents on the Summary of Playground Incidents Reports (refer to Appendix 7) concerning the particular child, the school leadership team will decide on the appropriateness of contacting parents (refer to Appendix 8 for sample letters).

Behaviour Support for Individual Student Needs

At St Columba’s we believe that everyone is entitled to be treated with respect and encouraged to develop their full potential. Therefore, the individual circumstances of each case will be taken into account when deciding upon and applying consequences not only towards the correction of inappropriate behaviour in the classroom or playground, but also towards acknowledgement of student achievement and the intervention strategies introduced for chronic behaviour issues. This belief reflects the philosophy of the St Columba’s community and is done in light of the Gospel Values expressed in our Mission Statement.

St Columba’s staff recognises that students are individuals and have individualised needs, relating to factors such as ability and disability, socio-economic status, race and culture; that behaviour is dynamic and contextual, and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting.

Teachers and support staff are able to ensure that behaviour support processes in the school cater for the individual circumstances of the student and situation through:

- the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel;
- the careful assessment of the behaviour situation, including gathering of relevant information, before taking action; and
- the application of non-emotive, systematic and logical correction and intervention strategies.

If a student requires individualised, explicit behaviour support at St Columba’s School, we have a variety of strategies that teachers can access to support behaviour management and positive behaviour choices, including:

- ABA (Applied Behavioural Analysis) techniques and functional behaviours assessments
- Individual Behaviour Plan that targets specific behaviours
- Support for the classroom teacher to implement individual behaviour plans which may include time of resource making, one on one time with the student involved or explicit teaching of behaviours for small groups of students
Teacher self-care and coping strategies are in place – support from buddy class teacher or team teachers
CAT Kit tools and strategies
School Officer assistance and support to make helpful resources
Learning Support assistance and / or testing
Guidance Counsellor assistance and / or referrals
Meeting with parents on a regular basis to keep in touch
Communication book or regular email contact with parents
Communicating as a class about the needs of individual students and positive supporting behaviours

Withdraw to Administration
Any child who refuses to go to a withdrawal area such as the buddy class, or who misbehaves in the withdrawal area, is referred to the school leadership team. A leadership team member will speak with the child, and if they are compliant and settled, will escort them to the withdrawal area (e.g. buddy class) or keep them in the school administration area to complete their reflection form. If the student remains non-compliant or unsettled, the parent is phoned and given the following options:
- speak to their child on the phone
- come to the school and personally supervise the child in the next session
- withdraw the child for the rest of the day to calm and reflect.

Documentation by administration that a child has been in the school administration area will occur and a letter sent home to parents, at the discretion of the leadership team member (see Appendix 9). If a child is sent to the school administration area more than three times in a term, a formal meeting with parents, class teacher and the Principal, AP or APRE will occur.

As a Catholic school community we acknowledge that corporal punishment is expressly prohibited in all Brisbane Catholic Education schools.

If a student’s behaviour results in significant unsafe and / or unacceptable words or actions (which may, for example, compromises the safety of themselves or others), part of the school support process will involve the teacher concerned completing an Internal Incident Report (see appendix 10), following discussion with a member of the school leadership team.

If a child’s behaviour adversely affects the growth and development of the other members of the school community, the Principal may consider suspension. Suspension of a student from St Columba’s School is a consequence for a student with chronic behaviour issues who is resistant to attempts to modify their behaviour, or as a natural restitution and reparation process for high level, unsafe behaviours (e.g. physical violence or verbal abuse directed at a student or teacher). Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to re-integrate into the school environment. Compulsory re-entry meetings for students returning from suspension, participated in by the student, parent-caregivers, school administration, class teachers (if involved) and school support personnel (e.g. Support Teacher- Inclusive Education, Guidance Counsellor), help to create a supportive network for the student and define the support processes to be used. Further, exclusion is viewed as a last resort and may occur in consultation with the staff, the Area Supervisor from Brisbane Catholic Education and the parents of the child, according to Catholic Education guidelines (refer to Summary of Brisbane Catholic Education’s Formal Sanctions Requirements provided in Appendix 11). A guide to the process leading to suspension is outlined in the flowchart depicted in Appendix 12. For parents, a Guide to Appeal Suspension or Exclusion is provided in Appendix 13, with a sample appeal letter provided in Appendix 14.

Crisis Management
In the case of a crisis or major behaviour incident, teachers are required to have a plan to follow to manage the situation. This plan must take into consideration:
- the safety of the students and the teacher(s)
- the physical environment of the classroom or learning area
- the emotional well-being of all involved
- support teacher, learning support or administration able to assist
- ways for all involved to remain calm
- debriefing of crisis or major behaviour incident for all involved

At St Columba’s school we can use the school phone system (including the ‘red flag alert’), whistles or red hands to give a signal or call for assistance in a crisis or critical behaviour incident. In this instance it may be necessary to use a Nonviolent Crisis Intervention Strategy. This is a safe, non-harmful behaviour management system designed to help professionals provide the best possible care, welfare, safety and security of disruptive, assaultive, and out of control individuals even during their most violent moments. Staff members who are trained in this method of intervention are required to do an annual refresher course, as well as regular updates and practice sessions.
Staff Professional Learning

Ongoing professional learning for both teachers and school officer’s is considered an important part in assisting staff in developing the necessary confidence and competence to effectively enact behaviour support at St Columba’s School, both individually and collectively. The program for such professional learning will include, for teachers and school officers newly appointed to the school community:

- initial induction to the Behaviour Support Plan, ideally at orientation but no later than within the first two months of commence at the school.
- follow up induction within the context of Mentor / Mentee meetings, with staff provided with the opportunity to revisit the plan, in light of their first few months of engagement at the school.

All staff will further be offered the opportunity to participate in the first part of the Nonviolent Crisis Intervention program, which focuses on proactive approaches to support positive behaviour and prevent or redirect unacceptable behaviour. In addition to this, a number of school officers, teachers and members of the school leadership team will maintain their accreditation with the second aspect of Nonviolent Crisis Intervention which supports safe, non-harmful behaviour intervention (see above).

Support Mechanisms

In addition to the support provided to staff within the school by both the school Leadership Team and the Guidance Counsellor, together with professional learning opportunities (as above), staff are encouraged to access the Student Behaviour Support Portal through the K-Web:


This site contains information about approaches, training opportunities and best practice from schools.

Use of Data

Gathering data collected by school staff and using this to inform, potentially modify and evaluate the effectiveness of this Behaviour Support Plan and student behaviour is considered to be important in enacting this plan. Key elements of such data collection include the Playground Incident Reports (refer to Appendix 5), and the associated Summary of Playground Incident Reports (refer to Appendix 7), together with information collected in the Choices Room book and Internal Incident Reports (refer to Appendix 10). School leadership are called to, at a minimum, annually review this data and use it in making planning decisions.

St Columba’s School Bullying Policy

In the spirit of our school Mission Statement and our beliefs about behaviour and learning, at St Columba’s, in partnership with parents, staff and students, will strive to be a community who create a safe environment by:

- Treating each other with dignity and respect
- Adopting a proactive rather than a reactive approach to bullying
- Working together to create a shared understanding of processes and procedures contained in this policy

Anti-Bullying Motto

Bullying at St Columba’s is unacceptable and it is everyone’s concern.

No one ever deserves to be bullied and everyone has the right to feel safe!

All members of the community, students, staff, parents and carers, also have the responsibility not to bully others and to help each other make positive behaviour choices;

in the classroom, out in the playground and when using technology.

Definition of Bullying and Cyberbullying

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996)

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and there is an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyberbullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs and web pages.
A Bystander is a person who witnesses a bullying incident as an onlooker. At St Columba’s, we agree that if you are a bystander who encourages bullying behaviours or you witness bullying and do not report the incident, your behaviour is considered to be bullying.

**Forms of bullying:**

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

**What is NOT Bullying at St Columba’s School**

In keeping with the above definition, “one off” incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying.

Some examples of situations that are not bullying are:

- If there is a conflict between two students where there is an equal balance of power between students and both students want to find a solution to the conflict.
- Talking to a teacher or parents about something that someone has done.
- A random act of hurt or harm against another without that student provoking the other.
- A random act of destroying property.
- Leaving someone out of an activity once because of different interests or skills.
- Standing up for others and reporting bullying behaviours.
- Accidents are not bullying as there is no intention to hurt or harm.

**Responsibilities of Children**

- To have knowledge about and an understanding of bullying, bullying behaviours, bystanders
- To appropriately report incidents of bullying – if you believe you are being bullied or you have witnessed bullying as a bystander
- To avoid bully others
- To choose and use an appropriate strategy to stand up for yourself first and then report to an adult
- As a bystander, choose and use an appropriate strategy to help the students involved and report to an adult

**Responsibilities of Staff**

- To have a well developed understanding of bullying, bullying behaviours, bystanders
- To model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours
- To listen to all student reports and watch for signs of possible bullying
- To ensure that children are supervised adequately at all times
- To respond to all reported and observed incidents of bullying as set out in this plan under Responding to Bullying. This includes identification of potential bullying by reporting through Playground Incident Reports (refer to Appendix 5).

**Responsibilities of Parents**

- To support the information outlined in the St Columba’s School Bullying Policy
- To have knowledge about and an understanding of bullying, bullying behaviours, bystanders
- To model, educate and discuss appropriate, positive anti-bullying behaviours
- To watch for signs of possible bullying
- To encourage and support one’s child to inform a teacher if they are being bullied or have witnessed bullying as a bystander.
- Parents may need to speak on their child’s behalf about bullying to the class teacher. Under no circumstances should parents contact other parents or children regarding the issue.
Responding to Bullying

When a bullying incident is reported or observed the following steps will be taken. This process may be accelerated according to student age and the seriousness of the incident. (Refer to Appendices 5, 14, 15.)

**POTENTIAL BULLYING REPORTED**

In the first instance, all reports are to be directed to the class teacher/s who determines if the report initially meets the guidelines, and records details of the potential bullying behaviours on the Record of Reported Potential Bullying Behaviours sheet. A report could have been passed on to the teacher by a student/s or recorded by a teacher on duty via a Playground Incident Report form. The class teacher shares this information with the Principal, AP or APRE. The class teacher may also consider contacting the parents of students involved to discuss behaviour incidents that have occurred.

Principal, AP, APRE records necessary additional details of incident to begin an investigation (see Investigating Potential Bullying below), then:

- Interviews students involved and check student files for information
- Speaks to relevant staff e.g. class teacher, Guidance Counsellor, Learning Support teacher

AP or APRE consults Principal and relevant staff are informed.

All relevant staff involved meet to review information and determine if bullying is occurring

---

**NOT BULLYING**

Track and respond according to Behaviour Support Plan.

---

**BULLYING**

Relevant staff and Principal meet with parents of student/s exhibiting bullying behaviour. Together determine consequences and set goals.

Relevant staff and Principal meet with parents of the student/s victimised. Strategies for empowerment and resilience formed and set goals.

Relevant staff, parents, student/s review progress and goals at agreed intervals. Principal, AP or APRE to follow up at agreed intervals.

Relevant staff, parents, student/s review progress and goals at agreed intervals. Principal, AP or APRE to follow up at agreed intervals.
**Investigating Potential Bullying**

When an investigation about bullying is required, the following procedures will be followed:

1. St Columba’s will use a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school’s anti-bullying position. At this stage, there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so the incident can be tracked according to the behaviour support plan.

2. If bullying is identified, leadership team members may choose to use the following methods with the children involved:
   - Method of shared concern
   - Mediation
   - Individual counselling

   (Refer to Appendix 15 for further explanation of these investigation methods)

   Parents of both the child exhibiting the bullying behaviour, and the victim, will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

3. Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and/or Learning Support may be involved in formulating this action plan.

All reports of bullying will be dealt with and recorded using the *Record of Reported Potential Bullying Behaviours* form (refer to Appendix 16). These forms and records of all interviews will be kept on file.

**Support for the Victim and the Child Exhibiting the Bullying Behaviours**

*We support the victim in the following ways:*  
- Offering them 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.

*We support the child doing the bullying 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.  
- Enforcing appropriate consequences that are directly linked to the child’s bullying behaviour.

**Positive, Proactive Anti-bullying Approaches at St Columba’s School**

At St Columba’s we take a positive, proactive approach to bullying by teaching the five anti-bullying strategies displayed on the *Break Through Bullying “be AWARE”* to all students in Prep to Year 2. The strategies are as follows and are displayed on a poster in all Prep – Year 2 classrooms:

- **A** is for Ask them to stop  
- **W** is for Walk away  
- **A** is for Ask a teacher to help  
- **R** is for Remember to ignore  
- **E** is for Even try to make friends

The “Safe Start” Queensland Primary Schools Children’s Safety Kit is used in Prep – Year 2 to teach Protective Behaviours. The *Bounce Back!* Program, teaching resilience, values and positive behaviours starts in Prep and continues to Year 7. From Year 3 to Year 7, the *Bounce Back!* Program is used to continue to teach positive, proactive approaches to bullying. All children at St Columba’s are encouraged to talk about bullying and to let someone know if they feel unsafe. If it continues, REPORT IT. Students can report to: parents, class teacher, another teacher that the child is comfortable talking to, an older student or buddy, Principal, APA, APRE or Guidance Counsellor. This information is displayed on Brisbane Catholic
Education *Feeling Unsafe?* posters in all classrooms. Also in Years 3 - 6, supportive bystander behaviours are also taught, with a focus on safety and responsibility when reporting incidents of bullying.

The St Columba’s Behaviour Support Plan has been developed in accordance with Brisbane Catholic Education ‘Student Behaviour Support Policy’ and ‘Student Behaviour Support Regulations and Guidelines’. For issues relating to suspension and exclusion please refer to these documents.

**Consultation and Review of Behaviour Support Plan**

St Columba’s School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal, the school board, and the Area Supervisor, and will be reviewed at least every 5 years.

**Related Resources and Useful Websites**

  - Bullying in Schools and What to Do About it – Dr Ken Rigby
  - Bullying – No Way National Day of Action Against Bullying and Violence, including resources
- [www.antibullying.net/youngpeople.htm](http://www.antibullying.net/youngpeople.htm)
  - Anti-Bullying Network – Young People’s Section
  - Tackling School Bullying
- [ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml)
  - National Safe Schools Framework
- [www.valueseducation.edu.au](http://www.valueseducation.edu.au)
  - National Framework for Values Education in Australian Schools
  - National Framework for Values Education in Australian Schools – Queensland

**Acknowledgements**


Brisbane Catholic Education, Brisbane


Brisbane Catholic Education, Brisbane


Brisbane Catholic Education, Brisbane

Llewellyn, Linda, Brisbane Catholic Education, Education Officer, Student Support

MILES, Peter, Behaviour Management Support Teacher, Wide Bay South District

*Anytown School, Behaviour Management Plan*


Appendix

Appendix 1  St Columba’s Primary School Vision and Charter
Appendix 2  St Columba’s Primary School Responsibilities
Appendix 3  Bounce Back! Program Information
Appendix 4  Choices Room Information and Forms
Appendix 5  Playground Incident Report form – Record of Incident
Appendix 6  Behaviour Notification - Playground
Appendix 7  Summary of Playground Incident Reports
Appendix 8  Admin Behaviour Notification letter – Classroom
Appendix 9  Admin Behaviour Notification letter – Playground
Appendix 10  Internal Incident Report
Appendix 11  Summary of Brisbane Catholic Education’s Formal Sanctions Requirements
Appendix 12  An Example of St Columba’s Primary School Suspension Flowchart
Appendix 13  Guide to Appeal Suspension or Exclusion
Appendix 14  Sample Exclusion Appeal Letter
Appendix 15  Methods to Support Investigations and Follow Up of Reported Incidents of Bullying
Appendix 16  Record of Reported Potential Bullying Behaviours
St Columba’s Primary School Vision and Charter

School Community:
The following pages present a picture of how the St Columba’s School Community envision their school and the commitments all stakeholders must embrace to make this vision a reality.

VISION

Catholic Education – Teach, Challenge, Transform

STATEMENTS

• We strive to build a sense of community through effective partnerships and team work.
• We encourage resilience through the provision of a caring environment where everyone is valued and supported.
• Through our words and actions, we communicate with respect and justice.
• We endeavour to build a community of learners that are creative, flexible and reflective in accordance with the ethos of Catholic schools.

CHILDREN’S CHARTER

Children who are students at St. Columba’s agree to

* learn and apply gospel values
* take responsibility for their own actions in all aspects of school life
* do the best they can and respect the efforts of others to do the same
* have fun when learning

PARENT’S CHARTER

Parents of students of St Columba’s agree to

* support and respect other members of the school community
* support the school through active involvement
* accept responsibility to be informed of school policies and developments in education
* support their child’s faith development
* set realistic expectations for their child
* solve difficulties and disputes in a spirit of co-operation and caring

TEACHERS’ CHARTER
Teachers at St Columba’s agree to

* adopt a professional approach in all aspects of their role
* effectively use all resources – human and material in a manner which is considerate of others
* be openly welcoming and provide opportunities for growth and participation in the Catholic faith traditions
* model behaviours which are in keeping with gospel values
* recognise, appreciate and encourage each person’s God-given gifts.
* solve difficulties and disputes in a spirit of co-operation and caring.

SCHOOL OFFICERS’ CHARTER

The support staff of St Columba’s agree to

* be familiar with and openly support the philosophy of the school
* adopt a professional approach in all aspects of their role
* welcome all with warmth and friendliness
* generate a work atmosphere of co-operation and affirmation
* solve difficulties and disputes in a spirit of co-operation and caring.

TEACHERS’ COMMITMENT

<table>
<thead>
<tr>
<th>DOING/SAYING/THINKING</th>
<th>NOT DOING/SAYING/THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Being professional in all aspects of their role</td>
<td>* Ignoring new developments nor blindly accepting them</td>
</tr>
<tr>
<td>* Participating regularly in in-service programmes</td>
<td>* Being conspicuous by their absence from extra-curricula school events</td>
</tr>
<tr>
<td>* Openly inviting parents to share their concerns</td>
<td>* Being negative in language – both body and spoken</td>
</tr>
<tr>
<td>* Being receptive to what others have to say (verbal and non-verbal) and responding</td>
<td>* Letting disruptive behaviour infringe on other’s rights</td>
</tr>
<tr>
<td>* Ensuring children feel an important part of the group</td>
<td>* Making generalisations or assumptions about children</td>
</tr>
<tr>
<td>* Modelling welcoming behaviour and respect for individual dignity including classroom visits by parents</td>
<td>* Being inconsistent or harsh in disciplining children</td>
</tr>
<tr>
<td>* Providing a conducive, support to learning classroom environment</td>
<td>* Developing programs that deny children the opportunity to succeed</td>
</tr>
<tr>
<td>* Encouraging and praising children’s efforts to be self-disciplined</td>
<td>* Being disinterested, ill- or misinformed or resistant to change</td>
</tr>
<tr>
<td>* Allowing children to give input into classroom organisation and learning</td>
<td>* Limiting celebration to times which enable only children’s participation</td>
</tr>
<tr>
<td>* Getting to know each child</td>
<td>* Neglecting to make deliberate connections between gospel values and Catholic traditions and everyday living</td>
</tr>
<tr>
<td>* Encouraging initiative, risk-taking and independence</td>
<td>* Failing to keep pace with advancements in technology</td>
</tr>
<tr>
<td>* Developing and implementing a balanced program which meets individual needs and incorporates academic, social, and religious</td>
<td>* Abusing, monopolising or restricting the use of resources</td>
</tr>
</tbody>
</table>
* Following a whole school program based on Queensland and Australian Curriculum requirements, with continuity from year to year
* Integrating faith and life in the curriculum
* Challenging children to acquire specific skills and competencies in curriculum areas
* Providing regular and flexible opportunities for children and parents to participate in liturgical celebrations
* Providing learning situations linking Catholic tradition and gospel values to everyday experience
* Utilising available resources in the community both human and material
* Sharing communal and personal resources and materials
* Recognising and appreciating the role of school support staff.

**PARENTS’ COMMITMENT**

**DOING/SAYING/THINKING**

- Recognising the efforts of the school staff in providing services to parents and children
- Letting teachers know when something has been successful
- Being aware of their responsibility to the total school education of their child
- Accepting that some professional development requires teachers’ absence from the classroom
- Contributing to a positive environment by supporting and promoting the school and its policies and the objectives of the P&F
- Showing an attitude of responsibility as partners in educating their children
- Promoting all children’s self esteem
- Informing themselves of changes in education and current teaching strategies
- Having realistic expectations of children based on their abilities
- Following consistent practices when supporting homework
- Setting example by continuing their own faith development and practice
- Supporting children’s faith development by active participation in school and church
- Offering their time, skills and resources to

**NOT DOING/SAYING/THINKING**

- Criticising teachers except by using correct processes
- Complaining about teachers necessary absences from the classroom for professional development
- Speaking negatively about the school
- Listening to and acting on hearsay
- Placing too much pressure on children
- Making derogatory comments about other children
- Rejecting without due consideration, guidance on a professional level for the benefit of the child
- Relating their children’s experiences to their own educational experiences
- Being disinterested, ill - or misinformed or resistant to change
- Continually ignoring opportunities for participation in school and Church activities
- Leaving things to others
- Having unrealistic expectations of use of limited resources
assist with children’s learning
* Being involved in fund raising
* Demonstrating respect for staff, other parents and children by action and word

### CHILDREN’S COMMITMENT

<table>
<thead>
<tr>
<th>DOING/SAYING/THINKING</th>
<th>NOT DOING/SAYING/THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Enjoying extra support provided by persons other than the class teacher</td>
<td>* Playing one adult off against the other</td>
</tr>
<tr>
<td>* Having respect for themselves and others – personal and property</td>
<td>* Getting frustrated while trying to do their work</td>
</tr>
<tr>
<td>* Helping to make the classroom a happy place of which they can be proud</td>
<td>* Comparing themselves with others</td>
</tr>
<tr>
<td>* Trying their best in everything they do</td>
<td>* Being intolerant of others’ abilities or disabilities</td>
</tr>
<tr>
<td>* Recognising their own and others’ talents</td>
<td>* Being inconsiderate, selfish, complacent, inflexible, stubborn or disinterested</td>
</tr>
<tr>
<td>* Accepting responsibility for their own learning</td>
<td>* Abusing resources or taking them for granted</td>
</tr>
<tr>
<td>* Developing a basis for other learning</td>
<td>* Ignoring resources – human and material</td>
</tr>
<tr>
<td>* Utilising other community sources for information</td>
<td></td>
</tr>
<tr>
<td>* Participating fully in classroom celebrations</td>
<td></td>
</tr>
<tr>
<td>* Developing knowledge about Catholic faith and traditions</td>
<td></td>
</tr>
<tr>
<td>* Practising Gospel values by forgiving others, speaking respectfully to one another and being well mannered</td>
<td></td>
</tr>
<tr>
<td>* Obtaining knowledge through resources</td>
<td></td>
</tr>
<tr>
<td>* Developing skills by using a variety of resources, including computers</td>
<td></td>
</tr>
</tbody>
</table>

### SCHOOL OFFICERS’ COMMITMENT

<table>
<thead>
<tr>
<th>DOING/SAYING/THINKING</th>
<th>NOT DOING/SAYING/THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Being well organised</td>
<td>* Airing personal prejudices</td>
</tr>
<tr>
<td>* Providing advocacy for children</td>
<td>* Usurping the role of the teaching staff</td>
</tr>
<tr>
<td>* Presenting a welcoming face to the school</td>
<td>* Displaying negative attitudes and behaviours</td>
</tr>
<tr>
<td>* Actively supporting school functions</td>
<td>* Being inflexible</td>
</tr>
<tr>
<td>* Being aware of the philosophy of the school and supporting it</td>
<td>* Being disloyal</td>
</tr>
<tr>
<td>* Being positive with children</td>
<td></td>
</tr>
<tr>
<td>* Being affirming</td>
<td></td>
</tr>
<tr>
<td>* Being co-operative with others</td>
<td></td>
</tr>
<tr>
<td>* Taking advantage of in-service opportunities to upgrade skills appropriate to the role</td>
<td></td>
</tr>
<tr>
<td>* Maintaining confidentiality</td>
<td></td>
</tr>
<tr>
<td>* Being open to change – especially in the area of technology</td>
<td></td>
</tr>
<tr>
<td>* Supporting the Christian spirit of the school</td>
<td></td>
</tr>
<tr>
<td>* Providing a positive model for children</td>
<td></td>
</tr>
</tbody>
</table>
St Columba’s Personal Responsibilities

I can apologise with my head and heart

I can use helpful hands and friendly feet

I can use praise and positive words

I am in the right place, at the right time, doing the right action

I can ask for help. It’s okay!

I can listen, think and do
Bounce Back! Program Information / Overview

Resilience: an individual’s ability to overcome odds and to demonstrate personal strengths to cope with hardship or adversity.

Bounce Back has been developed as a school based program designed to teach students how to become more resilient and to help staff establish environmental contexts and processes that are proactive.

The program is divided into ten classroom units of work.

Core Values
The core values of honesty, fairness, support, cooperation, acceptance of differences, respect and friendship are universal values that are linked to the development of resilience. This unit focuses on activities designed to teach young people how to behave in ways that reflect the seven core values.

Elasticity
This unit introduces the scientific concept of physical resilience. When something is resilient, it is elastic and capable of returning to its original shape after being stretched, squashed or bent.

People Bouncing Back
This unit introduces human resilience, or the capacity of people to bounce back after experiencing hard times. During this unit students are introduced to the acronym Bounce Back.

Courage
Courage is an important life skill that can help young people to be more resilient when faced with adversity. The focus of this unit is on understanding the differences between courage, heroism, thrill seeking, professional risk taking and foolhardiness.

Looking on the Bright Side
Being optimistic can empower students and help them to get on top of challenges and manage life's difficulties. The focus in this unit is having confidence in your own ability to solve problems and take positive actions.

Emotions
This unit incorporates activities that help students to identify and understand their feelings and to understand how their thoughts affect their feelings and behaviour.

Relationships
The two most significant protective environmental factors that promote resilience are feeling connected to peers and feeling connected to family. This unit discusses and develops skills needed to create positive relationships.

Humour
Humour is one of the processes of optimism that significantly contributes to personal resilience. During this unit students develop an understanding of the processes and styles of humour.

Bullying
This unit unpacks the issue of bullying. Activities are designed to make bullying uncool. Strategies for understanding and managing peer pressure are also discussed.

Success
The skills of setting and achieving goals, problem solving and being resourceful have been shown to contribute to resilience. This unit helps students to develop an understanding that the most effective path to a positive and healthy sense of self is based on the successful achievement of what is important to them.
Choices Room Information and Forms

Our student Behaviour Support Plan is underpinned by the St Columba’s School Responsibilities. These are:

1. I can use Praise and Positive Words
2. I can use Helpful Hands and Friendly Feet
3. I can be in the Right Place at the Right Time doing the Right Action
4. I can Apologise with my Head and Heart
5. I can Listen, Think and Do
6. I can Ask for Help! It’s Okay!

When formulating our Behaviour Support Plan the accent was on:

- understanding behaviours rather than simply reacting to them and
- explicitly teaching children with behavioural difficulties how to behave in given situations.

If children make poor behaviour choices that impact negatively on themselves or others, the teacher/staff member will use previously devised and contextualised strategies that the children are familiar with.

If the behaviour has been repetitive or is of a more serious nature students may spend some time out to reflect on their behaviour by visiting the ‘Choices Room’ at lunch time from 1 – 1.20pm. There they will:

- complete a St Columba’s Work It Out reflection sheet (attached)
- have some dialogue with the teacher on duty and, where appropriate
- receive behaviour coaching
- return to the classroom with the reflection sheet
- The reflection sheet is taken home and signed by parents, returned the next day to the class teacher and filed.

The emphasis is on assisting the child to develop belonging behaviour in the classroom and the playground.

If a child persistently chooses not to comply with our school rules, parents will be contacted to further explore how the child may be supported to achieve appropriate belonging behaviour.

The Choices Room is not intended to be a venue for students to complete homework. Homework is meant to be undertaken in the home environment as a means of consolidating learning & providing an opportunity for the practice of skills learnt at school. It also offers a means of communication with parents about their child’s learning and progress. There is opportunity for flexibility to cater for individual situations.

If a student is inconsistent or neglectful in relation to the completion of homework assignments, teacher/s should contact the child’s parents. Good communication between teachers, students and parents is important to ensure students reach their full potential.
St Columba’s *Work It Out* Reflection Sheet

Name: ________________________________

Date: ________________________________

Class: ________________________________

Do I want to belong in my class / in our playground?  Yes ☐  No ☐

What I did

What I should have done

I can apologise with my head and heart: What I can do now

Class Teacher’s Signature

Choices Room Teacher Signature

Student’s Signature

Parent’s Signature
St Columba’s School, behaviour support plan, 2016

St Columba’s Work It Out Reflection Sheet

Name: ________________________________

Date: ________________________________

Class: ________________________________

Do I want to belong in my class / in our playground?  Yes □  No □

What behaviour choices did I make?

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

What are the consequences of choosing these behaviours?

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Are these the consequences I wanted?  Yes □  No □

What behaviour choices should I have made?

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

I can apologise with my head and heart. How can I right my wrong?

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Class Teacher’s Signature  Choices Room Teacher Signature  Student’s Signature  Parent’s Signature
# Playground Incident Report Form – Record of Incident

**PLAYGROUND INCIDENT REPORT**

TEACHER: _______________ DATE OF INCIDENT: __________

<table>
<thead>
<tr>
<th>Student Involved</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Time**

- □ Before 8:20
- □ Before School
- □ Morning Tea
- □ Lunch
- □ After School

**Place of Incident**

- □ Lower Playground
- □ Lower Grassed Area
- □ Lower Basketball Area
- □ Sandpit
- □ Undercover area
- □ Tuckshop
- □ Oval
- □ Library
- □ Prep Playground
- □ Other ____________

**Type of Incident**

- □ Rough play
- □ Caused injury to another
- □ Out of bounds
- □ Offensive language
- □ Not wearing a hat
- □ Inappropriate social skills
- □ Disobeying teacher directions
- □ Irresponsible eating practices
- □ Unsafe behaviour
- □ Inappropriate use of objects
- □ Other ____________

---

**PLAYGROUND INCIDENT REPORT cont.**

**Additional Comments**

Potential Bullying: Has this person given you a hard time before? When? (eg Was it this year?)

- □ NO (If no, complete this form as if playground incident)
- □ YES (If yes, tick POTENTIAL BULLYING and return slip to Admin)

**OFFICE USE:**

- □ YES BULLYING
- □ NO NOT BULLYING (Track according to School Policy)

Signature:         Date:
BEHAVIOUR NOTIFICATION
- PLAYGROUND

Date: ____________________

Dear _______________________

I have been given time off from the playground ____ times during the last ____ weeks.

The following behaviours have been identified as inappropriate:

☐ Rough play
☐ Caused injury to another
☐ Out of bounds
☐ Offensive language
☐ Not wearing a hat
☐ Inappropriate social skills
☐ Disobeying teacher directions
☐ Irresponsible eating practices
☐ Unsafe behaviour
☐ Inappropriate use of objects
☐ Other ____________________

Additional comments: _____________________________________________________
_______________________________________________________________________

I have agreed to make more sensible behaviour choices tomorrow and in the future and I
am aware that if I receive another time out this term I will need to meet with my class
teacher, my parents and a member of the school leadership team.

_________________________________________  ______________________________
Child’s signature  Class teacher

Dear Parent / Guardian,
Please sign and return this form to your child’s class teacher tomorrow. A follow up
phone call will be made if this form is not returned within 2 days.

_________________________________________
Parent signature
## Summary of Playground Incident Reports

**Term ______ 201__**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Class</th>
<th>Student’s Name</th>
<th>No. of Reports</th>
<th>Behaviour Notification Sent Home*</th>
<th>Meeting with Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Special Consideration may be given, in consultation with Principal*
Dear ________________,

As part of St Columba’s Behaviour Support Plan, inappropriate student behaviour within the classroom is dealt with through the application of levels of behaviour support.

1. Proactive Behaviour Support Strategies
2. Low Reaction Behaviour - Behaviour Support Strategies
3. Warning & Responsibility Reminder
4. Choices Room and/or Time Out in the Classroom and/or ‘Logical Response’
5. Administration & Parents Contacted

The purpose of this note is to inform you that ________________ reached the highest level of behaviour support (withdraw to Administration / Involvement of the school Leadership Team).

The following behaviours were inappropriate:

- 
- 

As a consequence, ________________ will need to

Could you please discuss this situation with your child and encourage more appropriate positive choices when he/she returns to school. In addition, we ask that you send an email to us (pwilston@bne.catholic.edu.au) or make contact by telephone to acknowledge receipt of this communication.

Thank you for your support.

Martin Wilkie
Principal

Michelle Kneen
Assistant Principal

Andrew Esposito
APRE
Appendix 9

Admin Behaviour Notification Letter - Playground

St Columba’s Primary School
Kedron Brook Road
WILSTON QLD 4035
Phone: (07) 3356 9866
Email: pwilston@bne.catholic.edu.au

Date: __________________

Dear ________________,

As part of St Columba’s Behaviour Support Plan, inappropriate student behaviour in the playground is dealt with through the application of levels of behaviour support.

6. Proactive Behaviour Support Strategies
7. Low Reaction Behaviour - Behaviour Support Strategies
8. Warning & Responsibility Reminder
9. Choices Room and/or Time Out from the playground or ‘Logical Response’
10. Administration & Parents Contacted

The purpose of this note is to inform you that ________________ reached the highest level of behaviour support (withdraw to Administration / Involvement of the school Leadership Team).

This means that your child has been involved in ____ inappropriate playground incidents this term.

As a consequence we need to meet to discuss how we can support ________________ in making more appropriate choices.

We ask that you discuss this situation with your child and that you send an email to us (pwilston@bne.catholic.edu.au) or make contact by telephone to acknowledge receipt of this communication. Feel free to contact us if you would like to discuss this further.

Thank you for your support.

Martin Wilkie
Principal

Michelle Kneen
Assistant Principal

Andrew Esposito
APRE
INTERNAL INCIDENT REPORT
FOR ST. COLUMBA’S SCHOOL, WILSTON

Today’s Date: …./…./....  Date of Incident:..../...../....

Location of incident: ____________________________________________________________

Name(s) of student(s) involved: ___________________________________________________

Name(s) of staff members/others involved: _________________________________________

What happened? ________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Is this incident recorded anywhere else? Yes/No

If Yes....state where- (For example on WSS Incident System, Student Behaviour Log, Teacher anecdotal records etc).

____________________________________________________________________________

____________________________________________________________________________

Consequences approved by a member of the School’s leadership team:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Signatures: ______________________  ____________________  __________________
Staff member                    Staff member                    Leadership team member
Appendix 11

Summary of Brisbane Catholic Education’s Formal Sanctions Requirements

(Excerpts from Student Behaviour Support – Guidelines, Regulations and Procedure, BCE, 2013)

Formal sanctions include the following:

1. Detention
2. Suspension
3. Negotiated Change of School
4. Exclusion

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community. Following segregation, re-entry consultation will occur with the student to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks.

Certain processes that must be followed in each case of a formal sanction. These processes are intended to achieve the following objectives:

- To protect the rights of the students, staff and learning community;
- To help find ways to negotiate, with the student, a plan for change to acceptable patterns of behaviour;
- To keep the parents/caregivers of the student informed and, if possible, engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;
- To safeguard the right of teachers to be able to teach without inappropriate disruption;
- To safeguard the right of other students to learn without inappropriate disruption;
- To ensure that sufficient and accurate documentation is made and kept;
- To indicate sources of assistance for schools;
- To adhere to legislative provisions about authority to act, accountability and review;
- To provide the school community with an explicit statement of disciplinary sanctions and procedures; and
- To protect Brisbane Catholic Education and its schools against allegations of proceeding improperly.
- The processes associated with formal sanctions assume that
- Students, parents/caregivers and teachers have been fully informed about the school’s Student Behaviour Support Plan
- Teachers are fully conversant with the school’s procedures for formal sanctions
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified and
- Adequate consultation has occurred with all appropriate stakeholders to best support the student.

For students with high support needs there are two requirements:

- Action must be taken to review the implementation and efficiency of educational adjustments and behavioural plans; and
- Advice must be sought from school personnel who support the student in advance of any formal sanctions being imposed.

In every case where formal disciplinary sanction is under consideration, the impact on the student’s education and wellbeing must be carefully assessed. The more serious the sanction under consideration, the more carefully must the school assess firstly, whether all other reasonable steps to deal with the situation have been taken and secondly, whether the proposed action is, in fact, in the best interests of the student and the school.
Rules and sanctions within support plans should clearly embrace the Catholic Christian values of dignity, justice and the essential goodness of each person created in the image and likeness of God.

The rules and sanctions should, therefore

- Be consultatively formulated, positive in orientation and purposeful
- Be just and reasonable and incorporate the possibility of forgiveness
- Encompass a range of options
- Be supportive and enforceable
- Contribute to the development of justice and fairness in the school
- Foster responsibility for actions

An authentically pastoral formulation of rules and sanctions will ensure that the following factors are considered:

- The age and stage of development of students and their developmental needs;
- The capacity of students to understand what is required of them and why;
- The particular life circumstances the student is currently experiencing;
- The need for the adequate supervision of students and the health and safety of staff and students;
- The implications of various options for the physical and psychological wellbeing of students;
- The implications of various options for the legal rights and responsibilities of teachers and other staff;
- The degree and extent to which parents/care givers have been informed of the student’s behaviour and progress.

However, in some cases of inappropriate behaviour, it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Detention, suspension, negotiated change of school and exclusion are options available to the school in these situations. Collaboration amongst school staff, students and parents/carers is an important aspect of student behaviour support in Brisbane Catholic Education schools. All participants should be fully aware of the procedures and of their place in the context of the school’s Student Behaviour Support plan.

In implementing these procedures, school staff should ensure that no student is unlawfully discriminated against and that their individual situations, such as age, individual needs, impairments, and the developmental level of the student, are considered. When dealing with a student with an impairment, consideration must be given to the requirements of the Disability Discrimination Act 1992, the Education (General Provisions) Act 2006 Qld and the Anti-Discrimination Act 1991 Qld.

1. Detention

Differences exist between responses for Primary and Secondary students because of different developmental levels. Communication regarding detention procedures at a school should be outlined in the school’s Student Behaviour Support Plan. The Principal of a school, if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student. This authority may also be delegated to teaching staff in accordance with each school’s Student Behaviour Support Plan. The use of detention as a method of managing student behaviour is at the discretion of each school.
**Definition of ‘Detention’**

A detention is any period when a student is:

- Required to remain at school, in a particular location or in an activity, in ‘non-class’ time, such as recess, lunchtime, recreation time, after school, or non-school days.

**Detention purpose**

To clarify, the form of ‘detention’ that is used in schools is not related to that in formal detention centres / systems. The opportunity exists during a detention to use that time to repair relationships, use restorative practices, make plans for appropriate behaviour and rehearse alternative behaviours. The processes associated with detention may be couched within frameworks such as the ‘Responsible Thinking Process’. A detention should be constructive and age-appropriate. Detention can signal to a student that their inappropriate behaviour will be met with an immediate consequence. That is, detention can be a deterrent to inappropriate behaviour.

**Detention guidelines**

A member of the teaching staff should supervise detentions, especially if curriculum is being taught. If school officers or any other staff members supervise students in detention or in a Responsible Thinking Classroom (RTC), it is the obligation of the school to ensure that these staff members are capable and supported. When students are detained at school before or after school hours, it is necessary to notify parents/caregivers and give adequate notice. Furthermore, if detention will jeopardise a student’s safe transport home, the detention should be postponed until alternative arrangements can be negotiated with the student’s parents/carers. The guidelines for detentions should be explicit in the school’s Student Behaviour Support Plan. Where detention involves out-of-class time, the following guidelines should be noted:

- Detention should be one stage in an explicit support plan involving fair warning systems, which all students and their parents/caregivers understand. The procedure and the organisation of the procedure should be well thought out beforehand;
- The detention process or place should be reasonably comfortable and appropriate to the activity planned. It should not be so public that it makes an example of the student (such as outside the Principal’s office);
- The student should be readily observable and supervised by an appropriate member of the school staff;
- The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way;
- Interaction between a student and the supervising staff member should be emotionally neutral: the aim should be for the student to devise a plan that negotiates re-admission to class

### 2. Suspension

Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response.
A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

The Principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school for a period up to 10 school days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student’s attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

In the absence of the Principal of the school, the Acting Principal may exercise the authority to suspend. The Principal may delegate this authority to other members of the school’s leadership team in his or her absence.

**Definition of ‘Suspension’**

Suspension is the temporary, full-time or part-time withdrawal of a student’s right to attend school and/or school-related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to rejoin the school community as quickly as possible.

Suspension may occur, if so decided by the school principal, after he/she has

- Ensured that other appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that other appropriate support personnel available, both within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/caregivers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension
- Recorded all action taken in appropriate school files/systems or Brisbane Catholic Education Student Behaviour Support database.
- Principals may suspend, consistent with these procedures, where behaviour includes the following:
  - 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; and
  - Breach of school’s Student Behaviour Support Plan: Students who seriously breach the school’s published rules and regulations.

**Immediate suspension**

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. (Refer to Management of Weapons in Schools and Management of Drug Related Incidents in Schools.)

Principals may suspend immediately any student whose behaviour includes the following, but is not exclusive to:

- Possession of alcohol or a suspected illegal drug: Brisbane Catholic Education states that schools must be places that are free of illegal drugs. Suspension may occur immediately if the substance is alleged by the student to be an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE’s Medication to Students: Routine, Emergency and over the counter Guidelines and Management of Drug Related Incidents in Schools).
- Violence or threat of serious physical violence: Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with Student Protection processes.
• Concerning or serious sexual behaviour: The matter should also be reported in accordance with Student Protection Processes

• Possession of a weapon or knife: Any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter should be reported to the police. (Refer to the BCE Guideline – Management of Weapons in Schools)

• Verbal abuse: Principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.

Suspension purpose

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to

• Signal that the student’s present behaviour is not acceptable
• Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources, and also set in motion a plan for assisting the student to demonstrate appropriate behaviour
• Establish a negotiation process for the student’s re-entry to the school, based on the student achieving some explicit goals related to improved behaviour
• Ensure that the student’s parents/caregivers are aware of the seriousness of the student’s behaviour and are involved in the process of negotiation for re-entry
• Protect the right of staff and students to establish environments that promote a positive learning environment for all.

A school is not obliged to provide a student with schoolwork during suspension; however, Principals may provide such work if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Therefore, parents/caregivers need to know that their child may not attend school or school-related functions. Furthermore, parents/caregivers have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal should inform the Area Supervisor.

Suspension is not to be used as response to poor attendance. (Refer also to the documentation on Attendance.)

Re-admission procedures should be formally stated in the school’s Student Behaviour Support Plan, and should be reinforced.

Any single suspension cannot exceed ten (10) school days without being referred to the Director - School Services.

Indefinite suspension, where the student is continually re-suspended is not acceptable.

Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension should not span more than ten (10) school days in total.

By mutually agreeable arrangements, a student’s enrolment may be suspended while the student attends an alternative education program

Suspension guidelines

The processes associated with suspension are often subject to close scrutiny. It is therefore important that all the following procedures must be carried out in a way that conforms to the Student Behaviour Support Regulations and Procedures, with accuracy and attention to all aspects of the process.
Suspension decision

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

Suspension documentation for a full day or longer
- As soon as is practical after a suspension takes place, the Principal will ensure that a full report is written on the background and reasons for suspension, with the period of suspension clearly specified.
- A copy of the Principal’s letter to the parents/caregivers or record of the conversation between the Principal and the parents/caregivers should be attached to the report. Copies of the report and attached letter/record of conversation should be placed on the school file, and placed in the student’s file.
- For a suspension lasting less than one school day, a note should be made in the student’s file.
- For a suspension of one or two days, reporting remains in the school.
- For a suspension of longer than two days, Principals should notify the Area Supervisor.

Notification to Parents/caregivers for a day or more suspension
- A student may not be sent out of school before the end of the school day without a parents/caregivers being notified, and, if necessary, agreement reached about arrangements for collecting the student from school.
- Notification may take place by phone, but parents/caregivers must also be notified of the suspension, in writing, within a reasonable time period. Notification must be delivered by a safe method, and could be initially communicated via email to alert the parents/caregivers to the suspension. It is often useful to telephone the parents/caregivers and to follow up the phone call with the written notification.

In all cases, the notification will
- Indicate the reasons for the suspension
- Advise the length of the suspension, the expected return date and the conditions to be met to enable return
- Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension, and the clear expectation that the student will continue with studies while suspended and away from the school
- Indicate the importance of parents working cooperatively with the school in resolving the matter
- Request a parental conference at the school. (The school’s Student Behaviour Support Plan should make it clear that a parental conference is a normal part of the procedure for suspension and re-entry and that it is expected parents/caregivers will attend.)
- Refer parents/caregivers to the school’s published Student Behaviour Support Plan.
- Send a copy of the correspondence between the school and the parents/caregivers to the Guidance Counsellor and the Area Supervisor. The Principal may ask the Area Supervisor and/or Guidance Counsellor for assistance in re-entry procedures.
Re-entry process

The re-entry conference will usually take place in the school and will be facilitated by the Principal. In instances where there has been a problematic relationship between a parents/caregivers and the school, the Principal may find it beneficial to call upon a third party such as the Area Supervisor or Guidance Counsellor, to facilitate the meeting.

If, despite the school’s requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Area Supervisor. Alternative options may need to be considered to facilitate the student’s return to school. Alternatively, the Area Supervisor, in consultation with the Director-School Services, may consider commencing proceedings for exclusion.

Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. This will be determined by the school, parents and the training provider. The determination should occur before the student is next due to attend the program.

Suspension Re-entry

- As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parents/caregivers to discuss the basis of maximising successful reintegration into the school, before the student returns to school. The aims of the parental conference are to
- Ensure that the parents understand the seriousness of the student’s behaviour and the need for disciplinary action
- Encourage a mutually supportive position between the school and the student’s parents for the action that the school is taking, and
- Outline the re-entry plan, conditions, and follow-up evaluation for the student’s re-entry to school.

Re-entry is conditional on this process taking place. Re-entry may be deferred until such a meeting takes place or until a resolution is reached.

3. Negotiated change of school

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student’s wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student’s needs and circumstances.

Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student’s continuing presence poses a danger to that community’s safety). Schools are advised to develop and document a procedure in relation to a negotiated change of school.

The Principal should provide the parents/caregivers with an opportunity to discuss the implications of the negotiated change of school, and provide information about why the change is being proposed.
The following matters should be considered:
- The environment that would best provide for the student’s learning, personal, social, emotional and spiritual needs
- Which school would 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 parents to make the transition
- To include all considerations, determinations and communications in a documented record.

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

### 4. Exclusion

In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

- A Principal may not exclude a student on his or her own authority.
- A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal, through the Area Supervisor and Director - School Services.
- In cases where recommending an exclusion from a Brisbane Catholic Education school is being considered, the gravity of the circumstance requires that particular emphasis be given to all aspects of procedural fairness.

### Definition of ‘Exclusion’

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

### Exclusion purpose

The purpose of exclusion is to
- Signal that the student’s behaviour is not accepted in a particular school because it seriously interferes with the safety and wellbeing of other students or staff
- Remove the student from an established environment in which inappropriate 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; and
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

### Exclusion guidelines

Exclusion for serious noncompliant behaviours will be considered only as a last resort because of the serious long-term consequences for the student and the family. Students will not normally be excluded unless a clearly documented range of intervention strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example, through a Functional Behaviour Assessment. Schools
need to be aware of the legal and equity issues applying to the exclusion of marginalised students and students in Care of the State.

Exclusion signals that the student’s behaviour has continued to be inappropriate, despite the best efforts of the school. The Executive Director may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans. The exception is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

Where a serious breach of the school’s Student Behaviour Support Plan has occurred, the Principal may provide parents and students with a range of available options. Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it. Parents/caregivers have a right to know the processes involved in exclusion, as well as of their right to withdraw the student from the school. Where a parents/caregivers exercises the right to move the student to a new school prior to the application of exclusion, the Principal or delegate is expected to facilitate the transition to the new school, if there is a request to do so.

<table>
<thead>
<tr>
<th>Exclusion Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Principal will</strong></td>
</tr>
<tr>
<td>• Consult with the Area Supervisor.</td>
</tr>
<tr>
<td>• Brief as needed with the Parish Priest. “In a Parish School the Parish Priest should be briefed in relation to recommendations to exclude a student” from “Collaborating for Mission: The Parish and the Catholic School” 2013.</td>
</tr>
<tr>
<td>• Place the student on suspension for the maximum period of ten (10) school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service.</td>
</tr>
<tr>
<td>• Notify the student and the parents/caregivers that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being considered, giving reasons for the proposed action and allowing seven (7) school days for the student, parents/caregivers to respond.</td>
</tr>
<tr>
<td>• Provide the parents/caregivers, or student (if the student is living independently) with a copy of all the documentation on which the proposal to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses). The Principal may exercise discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the proposal to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor.</td>
</tr>
<tr>
<td>• Consider any response from the student and parents/caregivers before formulating a recommendation to the Executive Director.</td>
</tr>
<tr>
<td>• Request a meeting with the student’s parents/caregivers to outline the process and the reasons for the recommendation.</td>
</tr>
<tr>
<td>• Provide the parents/caregivers with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal.</td>
</tr>
<tr>
<td>• Forward the recommendation to the Director - School Services detailing the reasons, the action taken to moderate the students’ behaviour (where appropriate), a copy of all required documentation and any response from the student, parents/caregivers.</td>
</tr>
<tr>
<td>• A copy of all documentation is also forwarded to the Executive Director.</td>
</tr>
</tbody>
</table>

Suspension, as part of an application for exclusion, will be entered into the Student Behaviour Support Database or into the school data collection system. Documentation will be forwarded via the Area Supervisor to the Director - School Services for consideration and also forwarded to the Executive Director, for determination. The Executive Director will consider the application for exclusion and may

• Consult with the Principal, Area Supervisor and Director - School Services
• Provide an opportunity for the student and the student’s parents/caregivers to be supported by a designated person/s.
While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Executive Director. This process may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

Appeals

Appeals by parents/caregivers, or students living independently, are made to

- **The Principal of the school:** in relation to a decision to suspend a student for less than three (3) days. Parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal
- **The Area Supervisor:** in relation to a decision to suspend a student for more than three (3) days from a particular school
- **The Executive Director:** in relation to a recommendation to exclude a student from a Brisbane Catholic Education school.

**Note:** The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

The Principal of a school will ensure that

- Appeals are made in writing, stating the grounds on which the appeal is being made.
- A parents/caregivers or independent student is given assistance, if required, to help with the appeal process. A support person could assist the parents and student to understand their right to, and the process of appeal.
- The school should also ensure that the parents and student have access to the appropriate paperwork and assistance to complete the paperwork, if necessary.
- Alternative options to respond will be considered.

(Refer to the materials available in the Toolkit.)

In an appeal against suspension, the Area Supervisor will

- Ensure, if possible, that the appeal is determined within two (2) school weeks of its being lodged.
- Ensure that communication lines are maintained with the person or persons making the appeal and that they are continually informed of the progress of the appeal.
- Review all relevant material.
- Ensure that appropriate material and information have been made available to the student and parents/caregivers.
- Discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate.
- Advise in writing all the parties of the decision and the specific reasons for reaching the decision.
- Where an appeal against a suspension is upheld, decide an appropriate resolution.

In the case of exclusion, the student will be suspended pending the decision to exclude and the Principal will make an application for exclusion to the Executive Director, through the Area Supervisor and the Director - School Services. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents/caregivers to notify them of the Executive Director’s decision.
In an appeal against exclusion the Executive Director will appoint a suitable person or persons to review the decision. Such person/persons will

- Deal with the appeal within four (4) school weeks of its lodgement. (In cases where a parents/caregivers or independent student is receiving assistance for making an appeal, an extension of time may be necessary.)
- Ensure that communication lines are maintained with the person or persons making the appeal and that they are kept aware of the progress of the appeal.
- Review all relevant material.
- Ensure that appropriate material and information has been made available to the student and his or her parents/caregivers.
- Advise all the parties in writing of the outcome of the appeal and the specific reasons for reaching the decision.

If the appeal to the Executive Director is successful, consideration may need to be given to both re-instating the student’s enrolment and the conditions on which re-enrolment might occur. This will be done through discussion involving the Principal, Area Supervisor and the parents/caregivers. As each situation is different, time frames for review and decision-making may differ.

It is understood that, in practice, Principals are in regular contact with Area Supervisors about suspension and potential exclusions and also seek their advice. In extenuating circumstances, any variation by a Principal to the above processes and procedures would need to be negotiated with the Area Supervisor.
An Example of St Columba’s Primary School Suspension Flowchart

1. Incident
2. Investigation of Incident
3. Admin meets and discuss issue and decide future action
4. Notification of Parents
5. Face to Face meeting with parents for an external suspension (internal where needed)
6. Suspension in School/Out of School
7. Mediation Meeting Parents, Students and Person Offended against (Where needed)
8. Contact with parents during suspension (where needed)
9. Re-entry Discussion with student (parent where needed) about:
   - What has changed since suspension?
   - What is going to be different?
   - The expectation
   - New start

(Reference Brisbane Catholic Education, 2009)
Guide to Appeal Suspension or Exclusion

When Should I Use this Guide?

If the appeal is for Suspension of less than three (3) days, it must be made to the School Principal.

If the appeal is for Suspension of more than two (2) days, it must be made to the Area Supervisor.

If the appeal is for Exclusion, it must be made to the Executive Director.

What Should I Include in My Appeal?

In your appeal, you should state the reasons for which you question suspension or exclusion, and give the facts that support your case.

Reasons for the appeal may cover aspects such as:
- objections to the processes undertaken by the school (how the decision was made)
- objections to the findings of fact or reasons as given by the principal in the notification letter
- objections to the justice of the decision and/or
- any new information provided.

An example of a suggested format for the appeal is shown on the next page. Your appeal may have more than one page and may use any format.

Where Should I Send My Submission?

You should send your appeal for Suspension of less than three (3) days to The Principal, St Columba’s School, 204 Kedron Brook Road, Wilston, Qld 4051

You should send your appeal for Suspension of more than two (2) days to The Area Supervisor for St Columba’s Primary school (Wilston), Brisbane Catholic Education, GPO Box 1201, Brisbane 4001.

You should send your appeal for Exclusion to Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane 4001.
### Sample Exclusion Appeal Letter

TO: Executive Director  
FROM: Name, Relation to Student  
Address, Phone Contact  
SUBJECT: Appeal Against the Decision to Exclude

<table>
<thead>
<tr>
<th>Name of Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
</tr>
<tr>
<td>Date of Notification Letter from Principal:</td>
</tr>
</tbody>
</table>

**Reasons for submission:**

**Other information and facts in support of the submission:**

**Signature of person making the submission:**

________________________________________________

Date: ________________________________

(Reference Brisbane Catholic Education, 2009)
Appendix 15

Methods to Support Investigations and Follow Up of Reported Incidents of Bullying

Method of Shared Concern

1. **Gather information:** This is more to identify those students suspected of bullying rather than to gain evidence to support any accusations.

2. **Meet individually with those suspected of exhibiting bullying behaviour:** Explain that they are not in trouble and that your role is to make sure that students are happy and safe at school. Perpetrators are identified and spoken with individually – without threats. A teacher/staff member meets privately with the child identified as responsible for bullying and shares their concern for the person being victimized and invites the perpetrator to act in a responsible and constructive way to remedy the situation. The focus is on what the perpetrator is prepared to do to help, rather than on blame, explanations or excuses for their behaviour.

3. **Meet with the targeted student:** This is to offer your support and brief them as to what others are willing to do to help. The student is encouraged to do their part to help if their behaviour was contributing in some way.

4. **Monitor progress:** Meet individually with each of the above students to check if the situation is improving. If progress is being made, you can proceed to the next step.

5. **Meet with the student(s) suspected of bullying:** This can be done either individually or in a group to affirm their efforts and consolidate their progress or to revise or gain recommitment to the prior plan.

6. **Arrange a group meeting with the targeted student and those suspected of exhibiting bullying behaviour:** A joint meeting can be used to resolve any outstanding problems, drawing upon some of the strategies of the mediation approach below if required. You would only do this if there was some goodwill present and there is no imbalance of power between the participants.

Reference: Ken Warren and Associates

Mediation

This approach is most appropriate between students who are in a conflict of some sort, such as friends who have fallen out with each other. The process can be used well when there is not a large power imbalance and there is a certain amount of goodwill from both parties. This approach aims to help those students work towards a better future whether this is restoration of their friendship or simply leaving each other alone.

The mediation process can be directed by a teacher, administration member or counsellor. It is, however, important for mediators to refer those situations which are beyond their capacity to mediate. The following mediation process involves eight main tasks:

1. **Introduction:** In the first stage, the ground rules are laid down in private individual meetings with the mediator. All parties have to agree to these rules:
   - Only one person talks at a time
   - The other person listens without interrupting
   - Everyone must stay for the full 15 minutes of the mediation

2. **Understanding demonstrated:** Under the direction of the mediator, each takes turns sharing their perspective about what happened and how they felt about it. The other party repeats the content and feelings, without comment or judgement. At each step, the mediator may assist or prompt recall when something important is missed. There is no discussion, point scoring or disputing – simply direct communication and listening.

3. **Apologies:** Participants are encouraged to apologize where they can (if not for their part of the situation, then for how their behaviour came across).

4. **Establish common ground where possible:** Each agrees with the other where they can (if not on what they said, then on what they are wanting for the future – that things need to improve).
5. **Different opinions and perspectives are shared:** These are shared respectfully (‘this is how I saw it……’ with no name calling, etc).

6. **Suggestions made for the future:** Ideas are brainstormed about efforts that preferably both parties can make to solve their dispute.

7. **Agreement for the future:** The mediator records the agreed solution and both parties sign it as proof of their willingness to implement the plan.

8. **Monitoring and review:** A follow up meeting is scheduled to ensure the agreement is implemented or revised if needed.

   *Reference: Ken Warren and Associates*

**Individually Counselling**

With all challenging behaviour, it is important to assess whether there are underlying factors contributing. Often it is not just the behaviour that needs to be addressed, but any underlying causes. These include:

- Lack of appreciation of how their behaviour is impacting on others
- Problems at home or school
- Feeling overwhelmed about workload or recent life changes
- Medical conditions
- Responding badly to the challenging behaviours of others
- Bad choices for meeting their needs of power, connecting, fun and freedom
- Doing the best they know how

Students who bully need help not only because their behaviour is damaging to others, but also because of the harm they may do to themselves in the long term. Because people who bully do so for different reasons, they are helped in different ways:

- Encourage empathy for the targeted student
- Discuss ways of making amends in a genuine way
- Ask them why you find their behaviour inappropriate
- Ask them to consider what the eventual consequences will be if there is no change and if this is what they really want
- Encourage them to think about their choice e.g. *Do they want their behaviour to be positive (+), neutral (0) or negative (-)?* Or to ask themselves, *“Will what I am about to do or say take me in the direction I want to go (e.g. Get the school and/or their parents off their back)?*  
- Coach them in how to handle challenging relationships
- Ask about exceptional times they could have engaged in the problem behaviour, but didn’t
- Help them make better choices for meeting their needs
- Organise individual or family counselling
- Provide pro-social role models – connect the child with the ‘right’ adult for them
- Organise a medical assessment if the problem behaviour is persistent.

Questions to ask when individually counselling:

1. How do you imagine he/she is feeling?
2. What do you think he/she is most upset about?
3. If nothing changes, what do you imagine the eventual consequences to be?
4. Is this what you really want?
5. What are your ideas of what you or both of you can do to help?
6. What are two things you are willing to do even if _____ doesn’t change?

   *Reference: Ken Warren and Associates*
Record of Reported Potential Bullying Behaviours

Date Recorded: ______________________

Reported By: ________________________________________

The Reporting Person was (please tick):

☐ Victim
☐ Bystander (Not the main Perpetrator)
☐ Staff Member
☐ Parent
☐ Other _________________________

What Happened? (Include time, place, date, event)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Action Taken:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parents of children involved notified by:  ☐ Phone  ☐ Letter (to attach)

Signed: _______________________________ (Principal / AP / APRE)