SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

At St Columba's we provide a comprehensive education in the Catholic tradition based on the spirit of our founders, the Sisters of the Good Samaritan.

We offer every child an opportunity in academic, sporting, and cultural endeavours and strive to maximise each child's potential with excellence and care in our teaching.

We cherish enduring relationships between our school, our parish and our community as we live the Benedictine values of: Peace, Partnership, Word of God, Balance, Hospitality, Stewardship, Healing, Listening, Community, Compassion, Humility and Prayer.

The Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019) guides our teaching and learning with the following goals:

1. That the Australian Education System promotes equity and excellence; and

2. All young Australians become:

- confident and creative individuals

- successful lifelong learners and

- active and informed members of the community.

These goals are further refined by Brisbane Catholic Education's goal:

"As a Catholic Christian community we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world."

The St Columba's Vision for Learning and Teaching is intrinsically linked to these goals.
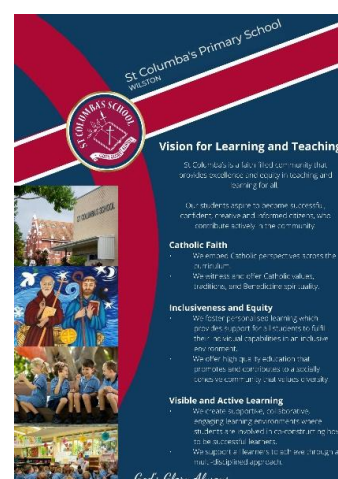
Our School Context

St. Columba's Primary School is situated in the inner northern suburb of Wilson, in Brisbane. Opening enrolments in 2025 were 499 from Prep to Year 6. The school has 4 streams of Prep to Year 3: 3 streams in Year 4, 1 stream of Year 5 and 1 stream of Year 6. Enrolments in recent years have declined a little but the there appears to be an increase in Prep enrolments for 2026. A significant feature of the school is its strong reputation in the community as a school that provides a Christian education in the Catholic tradition, based on gospel and Benedictine values. As the school has grown and changed, it has continued to build on the traditions established by the

Good Samaritan Sisters. Their spirit of compassion and justice still flows through the entire school community and is further strengthened by the traditions established by the parents, staff, and children, who have lived the school motto of "God's Glory Always" for over one hundred years.

We are committed to the spiritual, intellectual, social, emotional, cultural, and physical development of the whole person. The school strongly focuses on pastoral care for students and their families, high-quality teaching and learning, and the provision of a variety of extracurricular activities.

Currently, St. Columba's caters for primary years P-6 across 20 classes. Staff comprises classroom teachers, school officers, and specialist staff in a range of support roles. Today, St. Columba's, in strong partnership with the Good Samaritan Parish, is recognised for proudly offering a quality, inclusive Catholic Education.

Consultation and Review Process

This School Behaviour Support Plan results from a wide consultation process involving staff, students, and families in our community. It reflects our beliefs about promoting a culture that instils positive learning behaviour.

Regular review occurs both formally and informally throughout the school year during staff meetings, P & F and School Board Meetings, via newsletters and assemblies.

Our staff use the Brisbane Catholic Education database system ENGAGE to monitor school behaviour data, including attendance and learning data, which all inform this plan.

Data is reviewed and plans to support Positive Behaviour for Learning are enacted fortnightly at Student Support Team Meetings. This team comprises school staff, including the Principal, Assistant Principal Administration, Assistant Principal of Religious Education, Primary Learning Leaders, Support Teachers Inclusive Education, and Guidance Counsellor. Data is also reviewed in the Senior Leadership Team's weekly meeting where we look at TTFM, ACER, PM, DIBLES, SRS and staff, student and community voice surveys.

This plan will be reviewed every two years, with a high-level check performed annually.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

At St Columba's School, all members of the school community will actively promote and encourage caring interactions through our agreed personal responsibilities, and by exhibiting the qualities we agree make an effective learner.

We believe that every child has the right to learn and feel safe when they come to St Columba's School, and that with these rights, comes their own personal responsibilities to ensure this occurs.

Students are supported to take responsibility for their own learning, and for their own actions, as they are encouraged to live the Benedictine Values.

This School Student Behaviour Support Plan focusses on strengthening our already positive school ethos and culture by explicitly naming;

- clearly stated expectations around learning

- clearly stated expectations around keeping themselves and others safe in a range of school settings / environments

- clearly stated strategies around effective behaviour management

- processes and practices for acknowledging and celebrating positive behaviour

- processes and procedures for working through situations involving unacceptable and/or unsafe behaviours

Student safety and behaviour are priorities for ALL staff at St Columba's School. The Brisbane Catholic Education Learning and Teaching Framework supports effective learning and teaching.

Through our vision to Teach, Challenge, and Transform, we believe:

- Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life.

- Every learner seeks meaning in life and learning. In the Catholic Christian Tradition, we find meaning in the person and teachings of Jesus to grow as pilgrims.

- Every learner is a lifelong learner who desires to search for truth and do what is right, accountable for choices and actions.

- Every learner is, in some respect, like all others, like some others, like no other, and we respond creatively, flexibly and with a future orientation to ensure dignity and justice for all.

- Every learner can achieve success in life and learning where diversity is valued, and shared wisdom contributes to decision-making that enriches and enlivens our world.

- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

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

What is Positive Behaviour for Learning?

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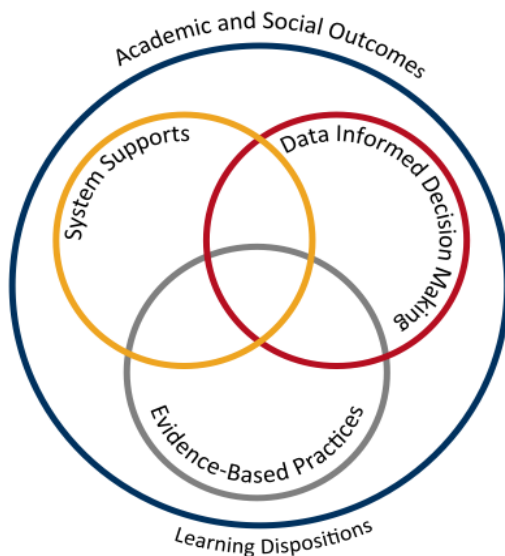

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.
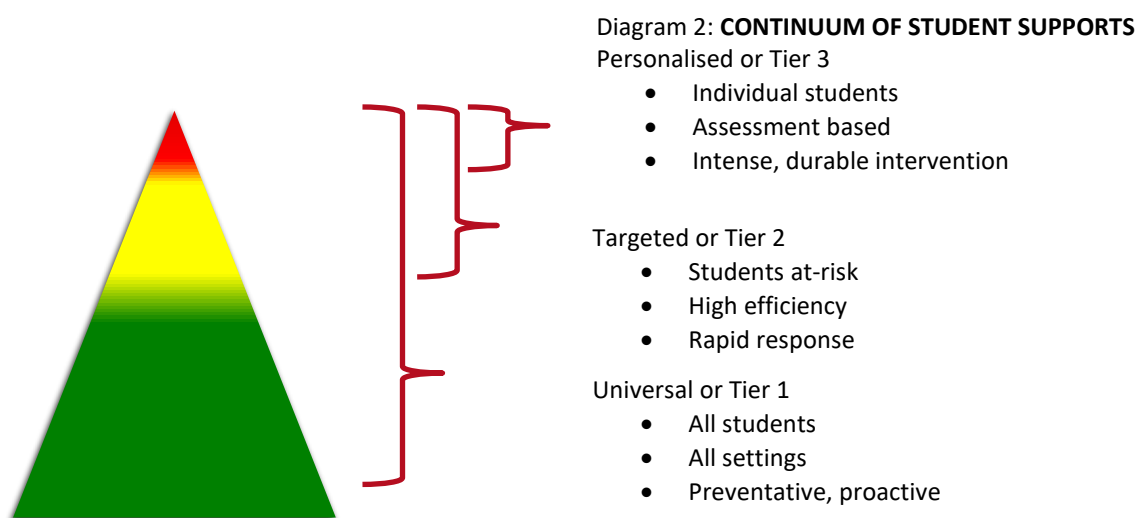
Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

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

At St Columba's School we embed the perspective that *We're on a Journey... this is where we start*, and that like the famous Footprints in the sand poem (Author

unknown), Jesus always walks with us and sometimes carries us on that journey. We never walk the journey at St Columba's alone.

Staff at St Columba's commit to working collaboratively to support all students on their journey at St Columba's and, like our mission statement names, partnering positively with parents and caregivers to support the journey, too.

The school team comprises class teachers, school officers, the Support Teachers Inclusive Education, the Guidance Counsellor and the school's Leadership Team. Strategic decisions around resourcing and support are collaborative and occur formally and informally throughout the year.

The shared wisdom of all staff at St Columba's is valued and utilised. Many staff have already engaged in multiple professional learning opportunities to deepen their knowledge in PB4L (Positive Behaviour for Learning). Systemic messaging in the form of targeted support for PB4L teams is then shared with staff during scheduled staff meetings, including updating and upskilling staff in regards to any changes to the online ENGAGE database requirements.

External providers, including specific allied health professionals, assist school staff and families, as required, in supporting the promotion of positive behaviour for learning culture at St Columba's.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are that we show God's Glory Always and live our Benedictine Values across a range of learning contexts: We show Respect for;

- For ourselves
- For others
- For our environment, and
- For our wider community

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

St Columba's School WILSTON – Positive Behaviour for Learning (PB4L) Matrix

	Learning Spaces	Transitions	Gathering	Playtime and Eating	Representing our School
Respect for OURSELVES	• I promptly follow teachers' instructions • I use and treat my own belongings appropriately • I keep my login and password to myself	• I promptly follow teachers' instructions • I am in the right place, at the right time, doing the right action	• I promptly follow teachers' instructions • I participate respectfully and actively	• I promptly follow teachers' instructions • I share equipment appropriately • I ask for help when I need it • I play and eat in the correct areas	• I promptly follow teachers' and volunteers' instructions • I represent my school with pride
Respect for OTHERS & WIDER COMMUNITY	• I am polite and welcoming • I treat others and their belongings responsibly and respectfully • I only touch another person's device with teacher permission	• I am polite and respectful • I move quietly and safely around the school • I use helpful hands and friendly feet	• I am polite and respectful • I give the speaker my full attention • I participate in liturgies and masses reverently	• I am polite and welcoming • I follow the agreed rules of the game • I use helpful hands and friendly feet • I can apologise with my head and heart • I am in the right place, at the right time, doing the right action	• I am always polite and well-mannered • I am in the right place, at the right time, doing the right action
Respect for our ENVIRONMENT	• I keep spaces clean and tidy • I reduce, reuse and recycle • I tell a teacher, or trusted adult, when something is broken or unsafe	• I use the paths when moving through the school • I use toilets appropriately • I tell a teacher or trusted adult when something is broken or unsafe	• I follow appropriate etiquette for the place I am visiting • I leave the area as I found it	• I place all rubbish in the bin • I treat plants and animals with respect • I leave the area as I found it	• I follow all rules and procedures of the place I am visiting • I place all rubbish in the bin • I treat plants and animals with respect • I leave the area as I found it

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year as general reminders
- In class, daily as required
- Frequently at morning and Friday assemblies
- Leading into or during specific school learning activities / experiences
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers (Buddy System)

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term "feedback" for any information given to students about their current achievements (Wiliam, 2011, p.122). Feedback provides students with the means to move their learning forward and make progress.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Fortnightly Benedictine values award for a student in each class, acknowledged at school assembly	Positive reinforcement in and out of the classroom from school staff and peers
In class acknowledgements as appropriate	Teacher to student praise and feedback
Development of and frequent reference to, class covenants that communicate expected and effective practices	Student to student praise and feedback
Positive classroom climate that fosters relationship building (Teacher to student, and student to student)	Student councillors nominated as student voice representatives for their class (2 per class)
Buddy system in place supporting peer to peer relationship development, positive behaviour reinforcement and general guidance	Staff support of students in class and in the playground
School wide consistent language of personal responsibilities	Playground options for students who need extra support

Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. The school's guidance counsellor facilitates these groups.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports depend on our ability to intervene as early as possible with appropriate evidence–based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Individual Safety and Wellbeing Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

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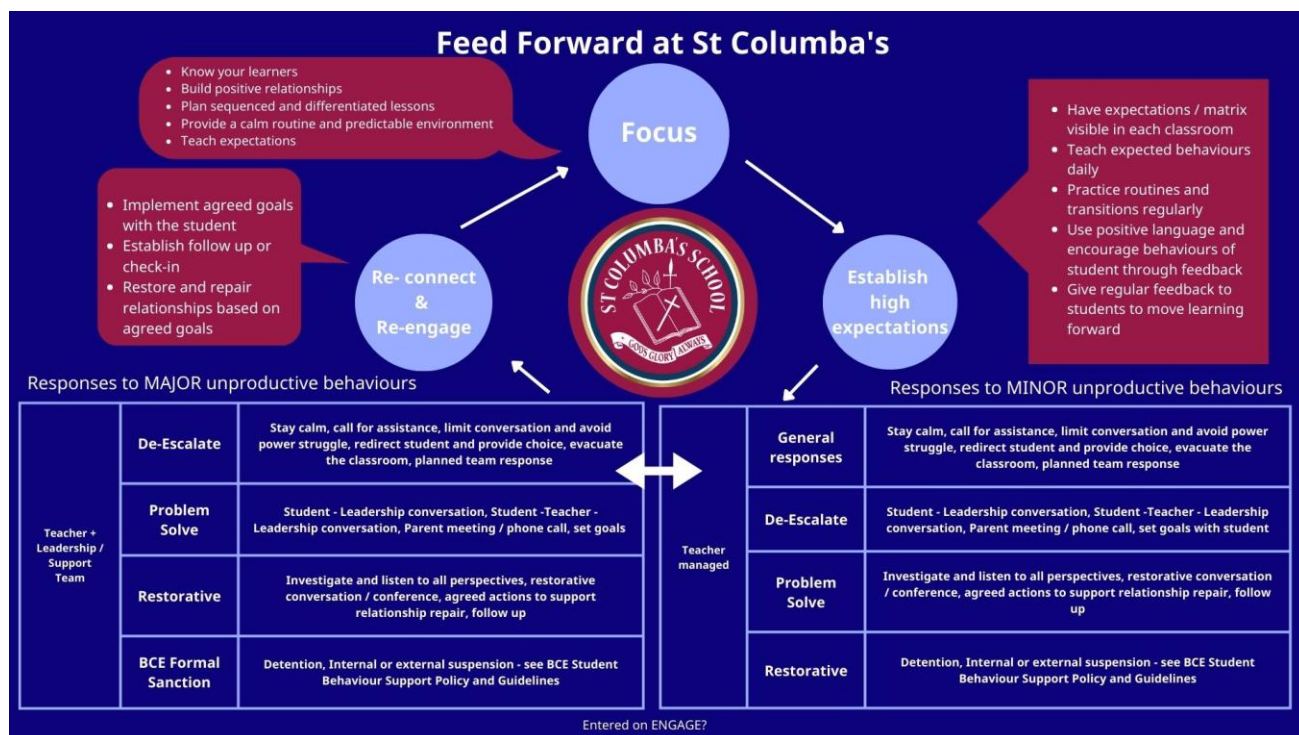
partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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

De-escalation	Problem-solving	Restorative
Remind and redirect	Teacher – student conversation	Dignity and privacy of each student is prioritised
Use agreed step model to provide the student a scaffold to de escalate	Work it out together plan – teacher and student (may be verbal or written)	Use the language of the steps to reconciliation - Admit - Say Sorry - Ask for forgiveness - Make peace / friends
Supervised calm time in a safe space in the classroom		
Supervised calm time in a safe space outside of the classroom	Teacher – student – parent meeting	
	Teacher – student – leadership conversation	Student apology
Use the language and strategies of the Zones of regulation		Student contributes back to the class or school community
Set limits		Restorative conversation
Individual crisis support and management plan		Restorative conference
		Set goals for future which includes reminding, practicing and checking in for understanding

There are three evidence-based approaches that we use at St Columba's School to forward and respond to unproductive behaviours

Feed Forward at St Columba's

- Know your learners
- Build positive relationships
- Plan sequenced and differentiated lessons
- Provide a calm routine and predictable environment
- Teach expectations

Focus

- Have expectations / matrix visible in each classroom
- Teach expected behaviours daily
- Practice routines and transitions regularly
- Use positive language and encourage behaviours of student through feedback
- Give regular feedback to students to move learning forward

- Implement agreed goals with the student
- Establish follow up or check-in
- Restore and repair relationships based on agreed goals

Re-connect & Re-engage

Establish high expectations

Responses to MAJOR unproductive behaviours

Teacher + Leadership / Support Team	De-Escalate	Stay calm, call for assistance, limit conversation and avoid power struggle, redirect student and provide choice, evacuate the classroom, planned team response
	Problem Solve	Student - Leadership conversation, Student -Teacher - Leadership conversation, Parent meeting / phone call, set goals
	Restorative	Investigate and listen to all perspectives, restorative conversation / conference, agreed actions to support relationship repair, follow up
	BCE Formal Sanction	Detention, Internal or external suspension - see BCE Student Behaviour Support Policy and Guidelines

Responses to MINOR unproductive behaviours

Teacher managed	General responses	Stay calm, call for assistance, limit conversation and avoid power struggle, redirect student and provide choice, evacuate the classroom, planned team response
	De-Escalate	Student - Leadership conversation, Student -Teacher - Leadership conversation, Parent meeting / phone call, set goals with student
	Problem Solve	Investigate and listen to all perspectives, restorative conversation / conference, agreed actions to support relationship repair, follow up
	Restorative	Detention, Internal or external suspension - see BCE Student Behaviour Support Policy and Guidelines

Entered on ENGAGE?

5. BCE Formal Sanctions

St Columba's School follows BCE procedures when responding to unacceptable student behaviour. Each situation will be assessed by a member of the school's leadership team, and responses communicated to parents and caregivers of the student. In some instances, a school response may include one or more of the following;

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 lunchtime, afternoon tea time, recreation time, after school, or non-school days. The Principal of the school (or their delegate), if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student which is age and developmentally appropriate. In such an event, the student's safety and well-being will be addressed. If the school intends to detain the student after normal school hours, the parents/caregivers of the student are notified and the school is informed of the arrangements in place for the student's travel from school to home. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

Suspension of a student from St Columba's School will only be used when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. Suspension is the temporary, full-time or part-time withdrawal of a student from the school and/or school related functions for a defined period. 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. Suspensions can be conducted as an in-school suspension or an out of school

suspension. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents / caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The Principal 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.

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.

For appeals, the school aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

Definition

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing

their power, or perceived power, over one or more persons who feel unable to stop it from happening.

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

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff, and school community in understanding, teaching, preventing, and responding to bullying and harassment.

1. Understanding Bullying and Harassment

The St Columba's School community endeavours to build a quality, safe environment where learning is relevant, motivating and meaningful as our children develop the knowledge, skills and Christian values needed for life's journey. Our community strives to create a supportive learning environment by:

• treating each other with dignity and respect
• adopting a proactive rather than a reactive approach to bullying
• taking a multi-faceted approach to prevention and response to bullying
• working together to create a shared understanding of processes and procedures around bullying.

Bullying may include:

• Physical: hitting, kicking, pinching, scratching, 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, ridiculing, humiliating, intimidating;
• Racist: taunts, graffiti, gestures, intimidation.
• Sexual: unwanted physical contact, abusive comments, intimidation.
• Cyber: unwanted text messages, emails, information technology, intimidation.

Bullying is not:

• A 'one off' incident involving social isolation, conflict, random acts of aggression/intimidation or meanness.

• 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 parent 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 where there is no intention to hurt or harm.

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

What we expect from parents:

• To support the information outlined in the St Columba's School Student Behaviour Support Plan

• 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

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, will be addressed by the school. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Principal and responded to in line with BCE Student Protection processes.

St Columba's takes the issue of bullying and cyber safety very seriously. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community.

2. Teaching about Bullying and Harassment

We take an active approach to promoting positive behaviours at school and respect for others and to addressing all forms of bullying – including prejudice-driven bullying and cyberbullying. Our school, with the support of parents, the wider community, and young people themselves, must take effective action to prevent bullying from happening in the first place. A proactive and preventative approach helps schools safeguard the well-being of their students and staff and plays a part in creating a just society in which all treat each other with dignity and respect.

Brisbane Catholic Education provides schools with approaches and strategies for preventing and responding to bullying. The prevention and management of bullying are incorporated into the way our school engages with Behaviour Teaching and Learning.

Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Teaching about bullying is a part of the Australian Curriculum and BCE Religious Education Curriculum. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are: The personal and social capabilities (General capabilities) and Health and Physical Education.

We promote the use of positive, inclusive language that supports the values of the Australian Student Wellbeing Framework and the Australian Curriculum (i.e. Civics and Citizenship, Health and Physical Education Curriculum and the General Capabilities-Personal and Social Capability). We talk about bullying in our schools with the understanding that students are growing and still learning how to be effective members of the community.

Parents sign an Acceptable Use of Technology document on acceptance of enrolment. Students participating in a 1:1 device program at St Columba's will sign an agreement to accept their responsibility as a computer and internet user. The expected use of technology is supported by planned learning experiences in regard to being a digital citizen and responsible device user.

3. Responding to Bullying and Harassment

St Columba's requires parents, students and staff to report an incident of bullying as soon after the incident as possible. This gives the school the best opportunity to document the incident, follow up on the incident, intervene, provide support and then continue to monitor for repeated incidents that constitute bullying. St Columba's uses the Engage database to track behaviour and all high-level incidents are recorded in this database. Student reporting systems are of value when students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse.

Students should report issues to the classroom teacher; a leadership member or one of the designated Student Protection contacts. Reporting for students should include confidential and varied ways in which they are able to report instances of bullying. However, if a student's safety is at risk, school staff cannot keep the information confidential and must report to the appropriate authorities. This information is referred to Student Protection contacts for follow up according to BCE Student Protection policy and procedure.

Parent reporting

Parents frequently report bullying incidents to the school. It is important that school staff are sensitive to the emotional needs of parents when they make contact with the school and that parents have confidence that staff will act promptly, take the concern seriously, and report back to them on progress on the issue.

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

At St Columba's School, all staff commit to the following when responding to incidents of bullying and harassment:

➢ **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

➢ **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

➢ **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

➢ **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

➢ **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

➢ **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

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

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

When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:

• Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.

• Leadership and/or the school's Guidance Counsellor facilitate a meeting between the students. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.

• The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.

• Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.

• Parents of both students are contacted and informed of the process.

• BCE's Engage System (Student Behaviour Support Database) documents incidents of bullying in all environments, including cyberspace/online. This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

Students who are bullied: It is important that appropriate support measures are documented and put into place for a student and reviewed to see if the support has been effective in helping the student respond positively and improve his or her personal safety.

Students who bully—It is important that the student alleged to be engaged in bullying behaviour has a complete understanding that their behaviours and communications are considered bullying and, therefore, must cease. Appropriate support measures are documented, put into place with the student, and reviewed to see if the support has been effective in reducing the student's bullying behaviour.

Students who are bystanders—It is important that all students be taught to recognise bullying, report bullying, and have the opportunity to practice safe ways to

effectively intervene, maintaining personal safety, when bullying occurs. Students who witness bullying as bystanders may be called upon to contribute to investigations of alleged bullying.

1. **Preventing Bullying and Harassment**

No method of addressing bullying has been reported as 100% effective and no one intervention is appropriate in all circumstances of bullying. However, promoting a school culture where bullying is unacceptable, disclosure is encouraged, and prompt intervention is taken by staff, increases its effectiveness. The school team should decide on the appropriate combination of interventions for the individual circumstances of bullying behaviour. Prevention builds on protective factors (those that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences) and refers to strategies specifically designed to prevent bullying behaviours.

Some points to consider:

• Bullying prevention must be part of a comprehensive, cohesive, and integrated school-wide system of learning that supports and creates a culture of safety, connectedness, acceptance, and support.
• Prevention and response to bullying must use evidence-based strategies and resources that are developmentally appropriate.
• Interventions need to be matched to the particular incident
• More than one intervention will usually need to be implemented
• No one intervention is appropriate in all circumstances of bullying
• Not all hurtful behaviours are bullying, but schools need to address inappropriate behaviours whether or not it meets the definition of bullying
• Bullying behaviours that appear to involve illegal (e-crime) activities such as violence, threats, intimidation, and inciting violence should be reported to the Principal and can be reported to the police.

At St Columba's we plan for a safe, supportive and inclusive school to prevent bullying and harassment. We undertake the following:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed, and information will be presented to promote a positive school culture where bullying is not accepted. This is particularly highlighted during Bullying! No Way / Harmony week at St Columba's, but can and does occur at other times.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional well-being and discourage, prevent, identify, and respond effectively to student bullying behaviour. This occurs formally and informally throughout the year, mainly at staff professional learning meetings.
3. School staff have access to foundational training about recognising and effectively responding to bullying, including cyberbullying. Provide examples

of how your school addresses this. Staff at St Columba's have undertaken professional learning in the area of PB4L, with members of the PB4L team also engaging in BCE offered professional learning in this area.

4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Relief staff read about our agreed PB4L processes and procedures in the Relief Teacher Ready Reference Folder, which can be found in every classroom in the school.

5. Communication with parents: Our school will provide information to parents via newsletters, parent information evenings, the school website, and P&F and school board meetings as appropriate to help promote a positive school culture where bullying is not acceptable and to increase parents' understanding of how our school addresses all forms of bullying behaviour.

6. Explicit promotion of social and emotional competencies among students via a range of in class discussions and activities, and targeted teaching and reminders by staff as required.

7. The Buddy System promotes friendship between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.

8. The practice of Mediation assists students involved in incidents of bullying to resolve their differences and helps them to find a peaceful win-win solution or compromise. Mediation is a suitable intervention only when the imbalance of power between the students involved is not great and when each party has something to gain and to concede. It should always be voluntary and should never be used in cases of major disputes, serious bullying or assault.

Key contacts for students and parents to report bullying

Staff member – Principal – Nick Fogarty -3356 9866

Staff member – Melinda Ross - Assistant Principal Religious Education - 3356 9866

Staff member – Melissa Campbell – Guidance Counsellor - 3356 9866

Cyberbullying

Cyberbullying is treated at St Columba's School with the same level of seriousness as direct bullying.

Cyberbullying is when one student is targeted by another or others through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyberbullying takes many forms and may involve websites, mobile phones, chat rooms, email, SMS and uploading of pictures or video. It could involve the sending of threatening messages, communicating false presences, forwarding other students' private communication, and posting humiliating messages or pictures.

Like the traditional definition of bullying, cyberbullying usually involves systematic communication over a period of time. One-off communication would not normally be considered cyberbullying except when the communication involves serious threats.

It is important for students, parents, and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Resources

The *Be You Programs Directory* and *STEPS* is a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

The Australian Curriculum ⬀ provides the framework for St Columba's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

- Bullying No Way
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

All BCE schools are required to record major incidents of bullying, weapons, and drugs and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also required to be completed in the database.

Data stored in the Engage Student Support System is reviewed regularly, providing feedback for teachers, the Student Support Team and leadership on where targeted support, ongoing support or review of school priorities is needed. Analysis of the data by the Student Support Team, personalised/targeted support teams and teaching teams informs decision-making about actions needed to ensure a positive learning environment for all students. The use of the BI Analytics tool provides additional information to support the identification of student behaviour patterns,

the selection and prioritising of students requiring Targeted or Personalised support, and the development and review of action plans to ensure the effective provision of targeted or personalised support.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy

- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff,

	Descriptor	**Definition**	**Example**
			ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling, or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun

	Descriptor	Definition	Example
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time