# Siena Student Behaviour Support Plan

Siena
Catholic Primary School
SIPPY DOWNS
Prayer · Care · Learning

*Responding to unproductive behaviours in a positive, supportive manner that builds, maintains and sustains relationships with students*

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



## Our School Context

Siena is a Catholic co-educational three stream Prep to Year Six school situated beside Siena Catholic College. The construction of the school commenced in 2001 with Siena Catholic Primary School opening in 2002 to service the demand for another Catholic primary school on the Sunshine Coast. It was originally intended to be a two-stream school, but when the concept of building the primary school emerged, a decision was made to plan for a three-stream school instead.

Enrolments commenced with 142 students in 2002. The school rapidly grew in numbers with increases of approximately 100 students per year in the initial years of formation. In 2014 Siena was at capacity with a population of 685 students. In 2015, with the transition of Year 7 to secondary, the school population reduced to approximately 620 students. The school was granted a Bubble Year for Prep 2015 and as a result, there will be 4 streams in this year level right through to their graduation from Siena in Year 6 2021.

Sippy Downs and many surrounding areas were experiencing rapid urban growth in the period prior to 2010. Although urban growth in this area has reduced, the school continues to have high demand for enrolments. Siena is a school of preference for many local families. The Siena site operates as two separate schools on the one campus.

**Consultation and Review Process**

The initial review of our school behaviour support policy and procedures was initiated by the publication of BCE's Student Behaviour Support Guidelines, Regulations and Procedures in 2013. In response to this document Siena Primary School formed a Student Behaviour Support Team to take on the task of reviewing and updating our behaviour management policy and procedures. The team comprised of approximately twelve staff members who met regularly in 2013. In 2014 and 2015, we consulted with the school community regarding the Student Behaviour Support Plan.

The recent implementation of The Resilience Project, The Zones of Regulation framework, as well as the publication of the revised "We Care at Siena Matrix" and our focus on staying 'Between the Flags" are integral to promoting the awareness of sound self-management practices for all students at Siena Catholic Primary School.  In this way the whole school works towards developing each child's personal and social capabilities.


Our Siena Student Behaviour Support Plan is reviewed regularly in line with our school renewal processes and the Brisbane Catholic Education Strategic Renewal Frameworks.


**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.

The following staff beliefs underpin our Siena Student Behaviour Support Plan:


BELIEF 1:     Catholic School student behaviour support practices should reflect gospel values, whereby all members of the school community foster the dignity, integrity and self-esteem of each person and feel valued and treated with dignity and respect.

BELIEF 2:    Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians.

BELIEF 3:    Positive relationships, particularly between teacher and student, are critical for maximising appropriate behaviour and achieving learning outcomes (MCEETYA Student Behaviour Management Project 2002)

BELIEF 4:    Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum across different school settings. Expectations of what constitutes acceptable behaviour is learned, therefore responsible behaviour can be taught, using the same strategies used to teach academics.

BELIEF 5:    Behaviour is a form of communication. A child's inappropriate behaviour choice is often an effort to obtain or avoid something. Behaviour can also be the result of social skill deficits. Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.

BELIEF 6:    Schools require processes that recognise, teach, reward and celebrate positive behaviour.

BELIEF 7:    Student behaviour support is a collaborative effort and may include pastorally caring practices such as mediation, conflict resolution and restorative justice practices. In partnership with parents and carers, we are committed to each and every student's success.

BELIEF 8:    Behaviour at school should be managed supportively to achieve a positive learning environment for the benefit of students, staff and parents.

BELIEF 9:    A comprehensive student behaviour support plan articulates a range of agreed age-appropriate responses including universal-whole school, targeted and individual behaviour support as a means of facilitating positive learning and responsible behaviour in students.

BELIEF 10:   A proactive whole school approach to student behaviour and wellbeing is the most effective way to reduce behaviour problems (QSAAV 2011, Gladden 2002, Bucher and Manning 2005, and SWPBS) especially with students displaying chronic or intense behaviours.

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

### What is Positive Behaviour for Learning?

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



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

### Theoretical and conceptual characteristics

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

### Continuum of support and key features

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

Tier 1 Universal Supports:

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

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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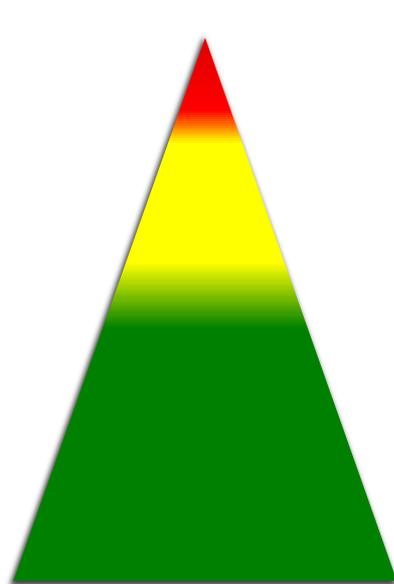


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1

- All students
- All settings
- Preventative, proactive

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

## 3. Student Behaviour Support Leadership & Professional Learning for School Staff

At Siena, our two Assistant Principals act as the initial point of contact for different areas of the school in relation to behaviour support matters. The APA is responsible for the overall implementation of our Siena Behaviour Support Plan but the APRE and Principal are integral in promoting and supporting the ongoing engagement of our students.

Our PB4L Team meets regularly to reflect on how our behaviour support processes and practices are working as well as plan for upcoming events, such as 'Bullying No Way' or plan responses to identified needs within our community such as manners focus.

Each year, time is also allocated on our beginning of the year PD days to ensure all staff carefully consider and plan the universal supports they will implement to promote positive behaviour for learning. This usually involves professional learning based on BCE's effective classroom practices and responses.

All teacher's record behaviour incidents of concern on to the Engage data base. The school leadership team is notified each time a major incident is logged.

## 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 centred around our '4 Cares':

- Care for Self

- Care for Others

- Care for Learning

- Care for our School

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

Our school behaviour matrix was revised at the beginning of 2019. Student voice was integral to this process as each class spent time reflecting on what the '4 Cares' would look like in their classroom. Eventually we ended up with a document that outlines our expectations for what the '4 Cares' would look like at learning times, play times and gathering times – all aspects of the school day. Class teachers use this matrix at the beginning of the year to assist in creating with their class 2 or 3 clear, simple statements regarding each of our 4 Cares in their classroom.



We Care at *Siena*
**"Be who God meant you to be and you will set the world on fire."**
St Catherine of Siena

| School Rules | Care for Self | Care for Others | Care for Learning | Care for Our School |
|---|---|---|---|---|
| **In Our CLASSROOM** | ✓ | ✓ | ✓ | ✓ |
| | Discus with your class what our 4 Cares look like, sound like and feel like in your room from Day 1. Discuss examples and non-examples to ensure students are very clear on what is expected from them to be a successful learner in 2023 | | | |
| **At PLAY Times** | ✓ I am sun safe and play where I am expected to be<br>✓ I walk on the concrete and play safely<br>✓ I know when to take action and when to seek help<br>✓ I wait for the teacher to be on duty before going on the oval | ✓ I use kind words and gentle hands<br>✓ I play fairly and by the rules<br>✓ I welcome and invite all to play<br>✓ I admit when I have made a mistake and take action to make things right | ✓ I have a drink and go to the toilet during play time<br>✓ I line up in two quiet lines outside my classroom at the end of break, ready to learn. | ✓ I look after our school plants and gardens<br>✓ I keep our school tidy by picking up rubbish even if it is not mine |
| **At GATHERING Times** | ✓ I am prayerful and respectful when required<br>✓ I pay attention and make good choices<br>✓ I am where I am meant to be | ✓ I give my full attention to whoever is speaking<br>✓ I move quietly and sensibly<br>✓ I only eat my own food and place rubbish in my lunchbox or the appropriate bin | ✓ I wait quietly and patiently<br>✓ I think carefully about what is being said | ✓ I walk on the path and move in 2 lines when with my class<br>✓ I always wear the correct school uniform with pride |

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

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

## 2. Focus: Teaching Expected behaviour

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

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

At Siena, we teach four key expected behaviours through our four school rules:

**Care for Self; Care for Learning; Care for Others; Care for Siena**

At the commencement of each school year, teachers in all classes use the 'We Care at Siena' matrix to explore with their students what the 4Cares will look like, sound like and feel like in their classroom. Our 4 Cares are clearly displayed at the front of each classroom.

Year Level Vision- these are developed with teachers and students across a year level. The vision is shared with the school community at the beginning of school year liturgy. Visions may be displayed in the school office and also in each classroom.

Each term expected behaviours are taught and reinforced through whole school behaviour focus cycles. Our 4 Cares are often the Semester 1 focus, and our school values of Excellence, Integrity, Justice and Hope are the Semester 2 focus.

## 3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

- Regular focus on behaviour and learning dispositions through Staff News, school newsletter, assembly and morning messages. This is especially explicit during our whole school focus cycles on our 4 Cares and our school values.

- Siena Star Awards – issued to students for positive behaviour at play times. Students issued a Siena Star place them in the Siena Star box located at Student Access. Each week a number of Siena Star Awards are drawn out of the box – (three Prep –Yr 2 and three Yr 3-6), winners are announced during morning messages, receive a tuckshop ice-block voucher and have a group photo published in our Siena school newsletter.

- Encouragement Awards – presented at weekly assembly. Focus on in class productive behaviours for learning.

- Principals' Awards. These are presented each week at Assembly and can be received in two different ways. At whole assemblies, Principal and two AP's select a student each to receive a Principals' Award. At smaller assemblies, Principal and AP's select a student via the Principals' Award raffle ticket box.

- The implementation of the Zones of Regulation framework across the school to encourage students to take responsibility for emotions and actions

- Classroom rewards systems

- A whole school consistent approach to supporting students make productive choices for their learning via the Classroom Visible Ladder of Support.

- Our school is deeply committed to fostering student wellbeing through The Resilience Project (TRP), which focuses on building resilience and positive mental health. Central to our approach are the key principles of Gratitude, Empathy and Mindfulness (GEM). We actively integrate these practices into daily school life, providing students with meaningful opportunities to reflect on gratitude, demonstrate empathy towards others, and engage in mindfulness activities. This commitment ensures our students are supported not only academically, but also socially and emotionally, equipping them with lifelong skills for personal growth and resilience.

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.

- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -

12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

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

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).


## 4. Feedforward: Responding to Unproductive Behaviours

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

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

(Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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

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

Each teacher at Siena is responsible for implementing class behaviour support processes that are in line with our Classroom Visible Ladder of Support framework. (See Appendix C)

## 5. BCE Formal Sanctions

**Detention process**

> **Detention** - *Any period when a student is required to remain at school, in a location or in an activity, in 'non-class' time, such as recess, recreation time, or after school.*

At Siena, we do not have a formal detention process, but students may be required to spend a period of time in 'non-class' time, such as break time, reflecting on their unproductive behaviour. This time will often only be for a few minutes with their class teacher.

Any period of detention should be focussed on:

- repairing relationships

- applying restorative practices

- making plans for appropriate behaviour

- completing classwork

- rehearsing alternative behaviours.

Appropriate Use of Detention

- the location of the detention is to be appropriate and observable. However, it must not be so public that it makes an example of the student.

- the student is to be observed and supervised by a member of the leadership team or the employee who gave the detention for the duration of the detention.

-  the student's safety and wellbeing needs are addressed, and the student is given

- appropriate access to food, drink and toileting facilities

- the period for a detention reflects the student's age and developmental stage

- and the type of response required for the unproductive behaviour

- detention is not an ongoing method of behaviour support. Schools must monitor

- detention data to inform positive behaviour supports for students

- students with multiple detentions are to be referred for behaviour supports

- data should be collected by the school to inform decision-making.

- Parents should be informed if a student has had multiple detentions

**Suspension process**

> **Suspension** - the temporary, full-time, or part-time withdrawal of a student from the school and/or school related functions for a defined period. Suspensions can be conducted as an in-school suspension or an out-of-school suspension

The implementation of a suspension as a formal sanction is made by the Principal in consultation with the Leadership Team. The Principal may suspend a student for:

- persistent non-compliance: students, who in their relationships with staff, are

- persistently disobedient, insolent or engage in verbal harassment and abuse

- persistent disruption: students who persistently disrupt and prevent the learning and

- teasing of others

- breach of the school Student Behaviour Support Plan

- seriously breaking school rules.

All suspensions that are a full day or longer must be documented in the Engage Suspension Register. As soon as is practical after a suspension takes place, the Principal will ensure that a full report is written on the background and reasons for suspension, with the period of suspension clearly specified.

Notification can take place by phone to a member of the family, who must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time. Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful.

As part of the return to school process, the Principal or authorised delegate will organise a conversation with the student and their family to discuss the basis of maximising successful reintegration into the school. This meeting should outline the return to school plan, goals, and follow-up evaluation for the student's return to school.


## Exclusion

Because of the serious long-term consequences for the student and the family, exclusion will be considered only as a last resort. Schools need to be aware of and consider the legal and equity issues applying to the exclusion of students with a disability, marginalised students, and students in out-of-home care, and consult with the appropriate employees, including the Senior Education Officer -Inclusive Education/Student Wellbeing and/or Legal Counsel.

The purpose of exclusion is to:

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

- remove the student from an established environment in which unproductive behaviour patterns have become entrenched

- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

The school must demonstrate that it has made efforts to identify and address the cause of the behaviour and have documented the range of intervention strategies or supports that have been tried.

The Principal must consult with a Senior Leader – School Progress and Performance before notifying the student and their family that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being

recommended, giving reasons for the proposed action, and allowing seven (7) school days for the student, and family to respond.

For appeals against any Formal Sanctions, 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: <br> (a) make the review decision within 5 business days after the application is made; and <br> (b) as soon as practicable after the decision is made give the person written notice of the decision. |
| Exclusion | An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion. |

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

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

A safe and supportive school is described in the following way:

> "In a safe and supportive school…….. diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing".                                    (National Safe Schools Framework)

Siena Catholic Primary School promotes and aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody. At Siena we adopt a proactive and preventative approach to safeguard the wellbeing of our students, parents and staff with the expectation that everyone in our school community treats each other with dignity and respect.

### Definition

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

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

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

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

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

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

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

- **Understanding Bullying and Harassment**

Each year, Siena participates in the National Day of Action Against Bullying and Violence which involves in class lessons and planned whole school activities. Staff and parents are directed to the latest advice and research about bullying and harassment which can be found on the Bullying No Way! website.

The 4 Cares provide our Siena Code of Behaviour. We regularly focus as a whole school community on Care for Others which reinforces our expectation that everyone at Siena treats each other with dignity and respect.

At Siena, we also use School TV to empower our community through providing the latest research and advice regarding the knowledge and skills required to raise capable, confident and happy children.

At Siena, it is important that our community understands that bullying can take many forms. The National Centre Against Bullying identifies five kinds of bullying:

Physical bullying

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

Verbal bullying

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

Covert bullying

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

Psychological bullying

For example, threatening, manipulating or stalking someone.

Cyber-bullying

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

Suggested Language Use with Younger Students

Bullying is when someone targets someone again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

Suggested Language Use with Older Students

Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.

It is also important to be clear on what is not bullying.

What is not Bullying?

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

Mutual Conflict – which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can evolve into bullying if one of the parties targets the other repeatedly in retaliation

Single – episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours

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

- **Teaching about Bullying and Harassment**

The Australian Curriculum provides the framework for our school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored across the curriculum. The sections specifically relevant to learning about bullying are:

- Personal and Social Capability (General capabilities)

- Health and Physical Education.

- The BCE Religious Education Curriculum also embeds the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

At Siena, we take a positive, proactive approach to bullying; teaching and reinforcing protective behaviours through a variety of resources. This includes students engaging in digital citizenship discussions to learn how to be responsible digital citizens both at home and at school.  From the beginning of their use of technology, we teach young students to recognise the importance of protecting their private information online, the value of taking responsibility for themselves and their actions, and the necessity of treating others with an appropriate standard of behaviour online.

- **Responding to Bullying and Harassment**

Students, families and guardians have roles and responsibilities in preventing, intervening, and responding to student bullying and harassment, including:

- reporting incidents. Generally, to the classroom teacher in the first instance.

- working respectfully with school employees to resolve issues

- supporting their child/ren to become responsible citizens and to develop respectful relationship behaviours, including online.

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

Our school team process involves the following actions:

**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 where 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.

- **Preventing Bullying and Harassment**

Our plan for providing a safe, supportive and inclusive school to prevent bullying and harassment involves:

- Student assemblies: expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted. This includes a regular focus on our school rule of 'Care for Others.'

- Whole school focus on 'kind words and gentle hands.' Kind words involves asking these questions before speaking:

  1. Is it honest?

  2. Is it kind?

  3. Is it necessary?

- We encourage the use of a 3 step strategy to develop student's assertive behaviours and to report bullying incidents. The 3 step approach assists children to manage situations by following the steps if they find themselves in a potential bullying situation.

  At Siena if you feel uncomfortable with the comments or actions of someone

  - Use your Voice (tell him or her to stop in a calm, clear voice.)

  - Walk away if it continues

  - Tell a Teacher

  You have the right to feel safe and be safe.

- Staff communication and professional learning: Staff are supported with professional learning that provided evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. This includes regularly accessing the Australian Education Authorities resources on the Bullying NoWay! Website.

- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through our

Induction processes. Staff new to Siena receive a copy of our Student Behaviour Support Plan and relief staff also receive an induction booklet which has information regarding our behaviour support processes and what to do if a student reports a bullying incident.

- Communication with parents: Our school provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This information is included in our weekly Newsletter by Leadership and our Guidance Counsellor.

- Explicit promotion of social and emotional competencies among students: Give examples.

- Use of the Zones of Regulation framework to teach students strategies for emotional and sensory self-management. Rooted in cognitive behavioural therapy, The Zones approach uses four colours to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation.

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

Mr Eric Ellems – Acting Principal – eellems@bne.catholic.edu.au

Mrs Kim Barrett-Coade – APRE – kcoade@bne.catholic.edu.au

Mrs Cindy Wells – Acting APA - lmwells@bne.catholic.edu.au

School phone number: 5376 3500

**Cyberbullying**

Cyberbullying is treated at Siena with the same level of seriousness as direct bullying.

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

At Siena, we take a positive, proactive approach to bullying; teaching and reinforcing protective behaviours. This includes students engaging in digital citizenship discussions to learn how to be responsible digital citizens both at home and at school.  From the beginning of their use of technology, we teach young students to recognise the importance of protecting their private information online, the value of taking responsibility for themselves and their actions, and the necessity of treating others with an appropriate standard of behaviour online.

Staff must take all reports of cyberbullying and harassment seriously and respond with a school team process. Our school team process involves the actions mentioned earlier in this section: Collect, Contact, Determine, Record, Respond, Plan, Follow Up.

**Resources**

The Australian Curriculum provides the framework for our school's anti-bullying teaching and learning activities.

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

Additional resources can be accessed at

- Bullying NoWay
- Office of the eSafety Commissioner

## Section C: Our Student Behaviour Support Data

### Data Informed Decision Making

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

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

### Data Informed Behaviour Support at Siena

At the end of each term, staff work through a process to allow teachers and their team to reflect on the ENGAGE behaviour data for their class and cohort.  This process encourages teachers to work with Leadership to consider the need for a class, year level or even whole school response to the data.

Careful analysis of this data will allow our behaviour support processes and practices to remain effective, and be shaped and modified as require

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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 |
| 3 | Defiance/non-compliance | Student engages in brief or low intensity failure to respond to adult requests | Saying "No", "Not going to do it", "I don't want to do that" |
| 4 | Minor Disruption | Student engages in low intensity, but inappropriate disruption | Calling out, talking to a peer 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 |

| | Descriptor | Definition | Example |
|---|---|---|---|
| 8 | Late | Students arrive late to class | Tardy 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 a learning task, continuing on task, or completing learning tasks |

**Major Behaviours**

| | Descriptor | Definition | Example/Non-Example |
|---|---|---|---|
| 1 | Verbal Aggression | Language directed at others in a demeaning or aggressive manner | Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice |

| | Descriptor | Definition | Example/Non-Example |
|---|---|---|---|
| 2 | Physical Aggression | Actions involving serious physical contact where injury might occur | Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc. |
| 3 | Harassment/Bullying | Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes | Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters |
| 4 | Defiance/non-compliance – Major | Failure or refusal to comply or obey directions, a resistance to authority | Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away |
| 5 | Major Disruption | Persistent behaviour causing an interruption in a class or an activity | Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour |
| 6 | Major Dress Code Violation | Student wears clothing that does not fit within the dress code of the school | "Gang" undershirts, offensive T-shirts etc. |
| 7 | Property Damage/Vandalism | 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 | Stealing school or personal property |

| Descriptor | Definition | Example/Non-Example |
|---|---|---|
| | permanently deprive the person of it | |
| 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 Major Technology Violation | Student engages in inappropriate (as defined by school) use of 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 Vaping/Cigarettes | Student is in possession of or is using a vape/cigarette | Vapes, cigarettes |
| 13 Drug-use or Possession | Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions | Cannabis, alcohol, prescription or other chemical drugs, drug related equipment |
| 14 Misuse of Legal Drugs | Inappropriate use or distribution of legal drugs/medications | Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz" |
| 15 Use/possession of Weapons | 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 |
| 16 Use/possession of combustibles | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage | Being in possession of or using matches, lighters, |

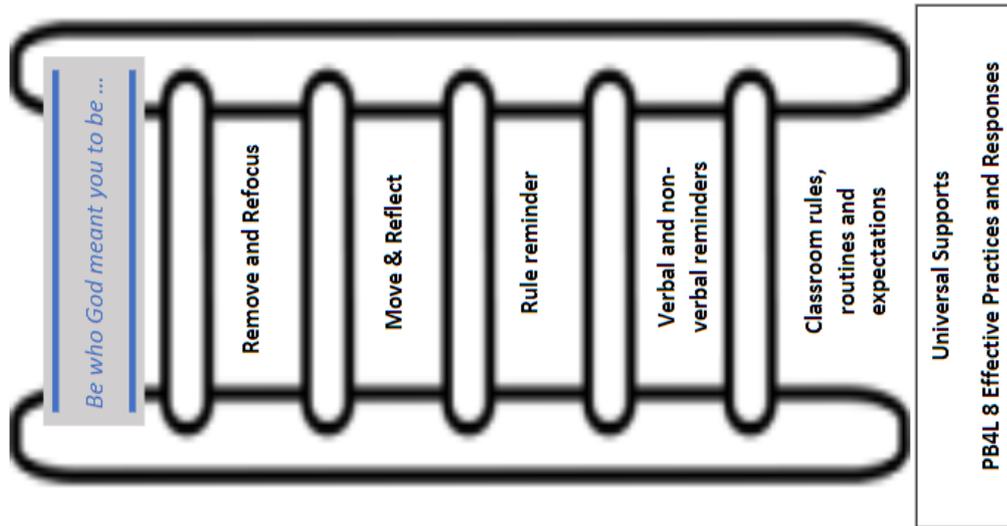| Descriptor | Definition | Example/Non-Example |
|---|---|---|
| | (matches, lighters, firecrackers, gasoline, lighter fluid) | firecrackers, gasoline, lighter fluid |
| 17 Bomb Threat/False Alarm | Student delivers a false message of possible explosive materials being on-school site, near school site, 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. |
| 18 Concerning Sexual Behaviour | Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability<br>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<br><br>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |
| 19 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 |
| 20 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 |

## Appendix B: Strategies to Manage Minor Behaviour

| Technique | Explanation |
|---|---|
| Proximity | Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity. |
| Signal<br><br>Non-verbal Cue | Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group. |
| Ignore/Attend/<br><br>Praise | This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided. |
| Restitution | Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour. |
| Re-Direct | This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why". |
| Re-teach | Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow. |

| | |
|---|---|
| Provide Choice | Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise. |
| Student Conference | This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice. |

## Appendix C: Classroom Visible Ladder of Support
## A whole school approach to behaviour support

**Responding to Unproductive Behaviours at Siena**

**Classroom Visible Ladder of Support**

Siena Catholic Primary School — SIPPY DOWNS

HAVING A PLAN ENABLES BEHAVIOUR CONVERSATIONS TO REMAIN CALM, PREDICTABLE AND FOCUSSED ON SUPPORTING THE STUDENT TO BE THE BEST THEY CAN BE

_Be who God meant you to be ..._

| Ladder Step | What it might look like ... | Additional Information |
|---|---|---|
| **Remove and Refocus** | Spend time out of the room until ready to follow instructions, engage in learning. | If student continues to not follow the school rule, or for serious breaches of our school rules ... _Unfortunately you cannot be in our classroom if you are not following the rules._ Call 101 for support. Leadership or Support Team to supervise student until they are ready to follow rules. **CT adds to Engage and contacts parent** Leadership may ring parents to collect if student is unable to self-regulate and engage in their learning without disturbing the learning of others |
| **Move & Reflect** | Move to a quiet place or area within room. May include the use of a Buddy Classroom | Calmly, and without emotion, explain to the student that as they are still not following our school rule of ......., they will need to go and work ........ May include the use of a Buddy Class for 15-20 minutes |
| **Rule reminder** | Refer to the Care not being followed | Our school rules are our **4 Cares** _This is your rule reminder about .... If it continues you will need to move ...._ |
| **Verbal and non-verbal reminders** | Eye contact Proximity Pause and wait Verbal redirection etc | Explicitly teach students the verbal and non-verbal reminders you will use to support them to engage fully in their learning |
| **Classroom rules, routines and expectations** | 4 Cares clearly visible Clear expectations Routines taught and practiced | The best time to give a rule reminder is when there is not a problem. Ensure routines, specific sequences of behaviour, are taught and revisited. Teach, don't tell. _In this classroom we ......_ Communicate high expectations for every student. _I want the very best for every student in this room......_ |
| **Universal Supports** **PB4L 8 Effective Practices and Responses** | | Expectations must be _'fair and reasonable'_ |