



**STUDENT BEHAVIOUR
SUPPORT PLAN
2024**

School Mission and Vision



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Our School Context

The history of St Mary of the Cross School and Holy Rosary Church can be dated as far back as the last century.

In 1894, a Mr Robert Lane migrated to Australia and settled in a bark and slab hut, which was replaced in 1915 by a building of brick walls and iron roof. Named "Mt Pleasant", the home and property were, at that time, located on Bowen Bridge Road between Thondley and Bowen Streets. This section is now named Roblane Street after Mr Robert Lane.

On the 18th August, 1925 the site and buildings were acquired by Archbishop Duhig for the princely sum of 1,750 pounds. Initially Mass was celebrated in one of the property's houses, however following many fund raising effort preparations were made for the erection of a church-school. The foundation stone was laid by Mgr James Byrne (later first Bishop of Toowoomba) on 1st August, 1926. The building was later blessed and opened on October 10, 1926 by Archbishop Duhig. That stone is in our office today.

Following extensions the church building, the Holy Rosary School was officially opened in 1929. The Sisters of St. Joseph were welcomed to the Windsor parish by Archbishop Duhig at Mass on 27th January 1929, and the school was formally opened the next day. A total of 120 students attended on opening day. Archbishop Duhig's dream of a "very beautiful church" was realised in 1953 when the Holy Rosary Church that currently is on site was built.

Continuing in the spirit of the Josephite Sisters, the school and community have welcomed those who seek a caring, Catholic school community from the local area. Post war migration saw the

parish school responding to the educational needs of Italian migrant families who contributed significantly to the rich culture of the community.

Archbishop Mark Coleridge announced the change of name from Holy Rosary to St Mary of the Cross at a special Mass at St Stephen's Cathedral to commemorate St Mary MacKillop's feast day.

St Mary of the Cross primary school has a rich history of primary education in a small school caring environment. The school has been planned to provide for primary education for one stream from Prep to Year 6 and cater for students from the Windsor and surrounding areas.

The recognition of the significant contribution to the school by the Josephite Sisters resulted in our school changing its name in 2013 to St Mary of the Cross, which is St Mary McKillop's Saint name. We were the first school in the world to have this honour and it is something we are very proud of.

Consultation and Review Process

St Mary of the Cross developed this plan in consultation with our school community.

Consultation occurred through staff meetings and Community Association meetings.

A review of school data, including the use of BCE Student Behaviour Support System (SBSS) relating to school behaviour incidents, attendance and disciplinary absences, informed the plan. The plan will be reviewed every 2 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.

St Mary of the Cross is a place of optimism, excitement and challenge, where students, parents and staff see each day as a journey, full of purpose, where intellectual engagement and connectedness to the real world are priorities. Personalizing learning is vital to the success of each child's unique development and preparation for a rapidly changing society, confident, resilient and hopeful.

As a learning community this school thrives in a diverse and flexible environment where an inseparable relationship has been created between innovation, sustainable design and a deep knowledge of how children learn. The learning spaces are open, adaptable and aesthetic, embracing the importance of interaction, communication and collaboration; enabling the learning community to share and learn from each other. The provision of state-of-the-art technology resources is integral to the school's belief of accessing both the local and global communities.

Every student, teacher, parent, and community member are accepted and invited to contribute to a vibrant school community that seeks to fire the imagination, develop good citizenship and promote a lifelong thirst for learning.

At St Mary of the Cross, we believe that students, teachers, and staff have a common language to discuss learning. Common language allows all students to be able to describe what they are learning, know when they are successful and what they need to do to become successful. This language is found in our Tool Shed. The Tool Shed supports this by ensuring that students understanding the cycle of learning.



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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.

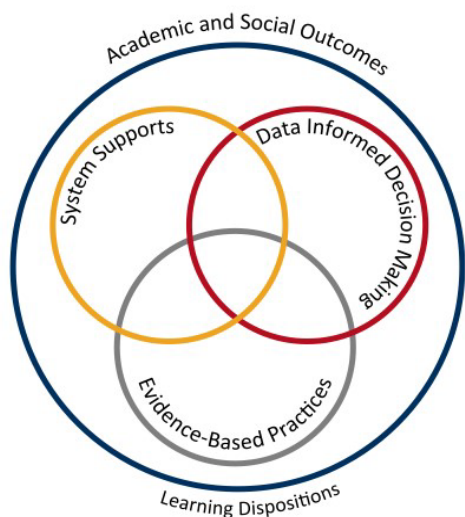


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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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 prosocial 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:

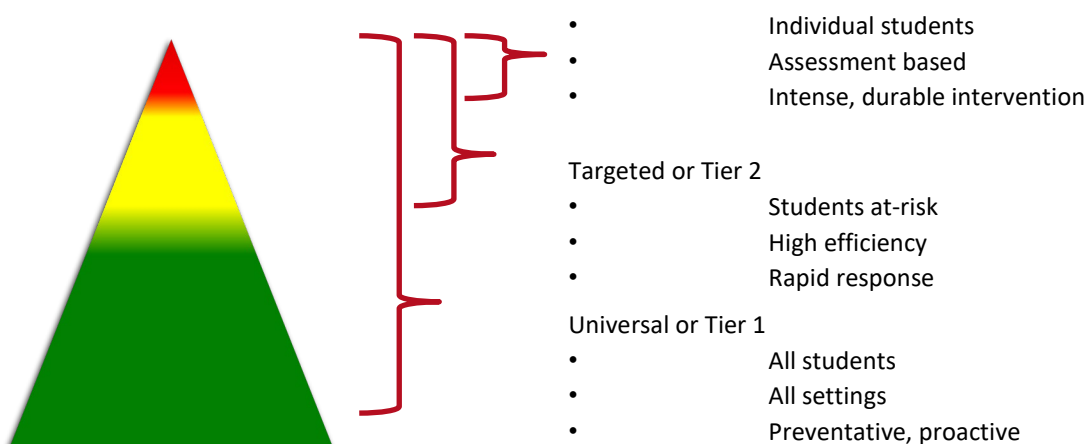
This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social 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



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

School-wide expectations encourage consistent communications and establish an effective verbal community for all staff and students across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At St Mary of the Cross, staff and students have identified three key expectations that we feel should be promoted within our school community. They are:

1. We are Learners
2. We are Respectful
3. We are Safe

These expectations have been developed as a part of the school behaviour program and are applicable both within the classroom and playground.

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:

- Be Respectful
- Be Safe
- Be a Learner

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.(Appendix 2)

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



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Behaviour Development & Management System

The way we behave at school is one of the most important considerations for all; parents, staff, administration and students. We believe that we all need to develop the skills of living and learning together in productivity and harmony and, when we run into problems, be able to work it out together.

We believe that behaviour is taught and learned and misbehaviour, our mistaken choices, is an opportunity for us to learn a better way. Positive behaviour supports right relationships. At St Mary of the Cross behaviour management is based around a central theme of RESPECT as outlined in the school-wide model for positive behaviour.

Hence the purposes of our behaviour management system are:

- To develop commitment and ownership in our community's respectful behaviour by involving all stakeholders in the development of our expectation of how we will live and learn together.
- To enable all students to extend their skills of living and learning together in productivity and harmony by being taught appropriate behaviours.
- To create Need-Satisfying Environments for all students.
- To allow mistakes to be platforms of learning for all members of the school community and not destructive failure paths.

Responsibilities of Children

- To choose behaviours that are life giving and that show respect for self and others.
- To develop with their class teacher a plan for living and learning together and live by this plan.
- To work out problems in a productive and harmonious way.
- To accept that mistakes are part of the learning process.
- To admit and apologise when they make a mistake.
- To give and accept forgiveness.

Responsibilities of Teachers

- To encourage and model positive, life giving behaviour.
- To create need satisfying environments for children.
- To develop with their student a class plan for working and living together and consistently abide by this plan.
- To help student to learn and master life-giving behaviour.
- To accept mistakes as part of the learning process.
- To work out problems in a productive, harmonious and respectful manner.
- To give and accept forgiveness.
- To admit and apologise when a mistake is made.

Responsibilities of Parents

- To create a need satisfying environment for children.
- To model and encourage positive, life-giving behaviour.
- To help student to learn and master appropriate behaviour.
- To accept mistakes as part of the learning process.
- To work out problems in a productive, harmonious and respectful manner.

- To give and accept forgiveness.
- To admit and apologise when they have made a mistake.
- To watch for signs that their child may be experiencing behaviour concerns at school.

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:

Positive School Culture

Every week, our school community gathers for Assembly on Tuesday. During these times, we create and enrich our positive school culture through celebration and prayer, presentations, awards, rule and anti-bullying reminders. Other focus areas may include You Can Do It, growth mindset and learner qualities themes, as well as the raising of awareness of current school events.

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

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

Rewards

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

The efforts of staff members are acknowledged at whole school assemblies, staff meetings, and/or are written in both the St Mary of the Cross School weekly school newsletter and in electronic Leadership Team Announcements on the staff portal.

Achievement Awards

At St Mary of the Cross School, we believe that every child is worthy of receiving an Achievement Award to celebrate and acknowledge significant academic, personal or social achievements. Each week, at Assembly, teachers have the opportunity to give a student from their class. These awards should:

- Acknowledge achievements made by students in a public forum;

- Be for academic achievement, arts achievement, or personal or social development areas, similar to those on our school written reports;
- Be awarded to up to two children from every class each week on assembly.

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.

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

With our older students we have found strong positive results when staff:

- Remind = Regularly remind students of behaviours, procedures and routines
- Supervise = Monitor student performance or compliance in all settings
- Feedback = Provide feedback, when students demonstrate expected behaviours or when students make a social error and need corrective feedback. See Appendix 1 Reflection Sheet.

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

- Beginning of school year;
- Time built into the first week of schools and boosters later in the year;
- Assemblies followed by group practice;
- New student orientation when needed;
- Student ambassadors may serve as orientation models for newly enrolled students.

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. At St Mary of the Cross School the teaching of positive behaviours is supported and informed by the resource, You Can Do It! Education - Program Achieve, particularly in the early years .



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Tier 2 Targeted Supports:

Targeted 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 are detrimental to instruction and interfere with their own and / or other's learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, either through discipline data, attendance data, 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.

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student 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.

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

5. BCE Formal Sanctions

- [Detention](#)
- [Suspension](#)
- [Negotiated Change of School](#)
- [Exclusion](#)

For appeals, the school aligns to BCE processes.

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 teatime, 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 Mary of the Cross 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.

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the well-being of a school community (for example, when a student's continuing presence poses a danger to that community's safety). In extreme circumstances, a principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to Brisbane Catholic Education's (BCE) Head of School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision. 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.

Process for Appeals

The following processes of appeal can be used by parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

In relation to:

A decision to suspend a student for less than three (3) days from school

A decision to suspend a student for more than three (3) days from school

A recommendation to exclude a student from a Brisbane Catholic Education school

Who to contact:

The Principal

Senior Leader Progress and Performance
Brisbane Catholic Education Office
2A Burke Street, Woolloongabba
Brisbane, QLD 4102
Phone: (07) 3033 7000

The Executive Director
Brisbane Catholic Education Office 2A
Burke Street, Woolloongabba
Brisbane, QLD 4102
Phone: (07) 3033 7000

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

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

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

Definition

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

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

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

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

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

1. Understanding Bullying and Harassment

During the Pupil Free Days in January staff complete the BCE mandatory training modules and are reminded of the expectations at our school. All new staff are guided in the expectations through the provision of an induction booklet that outlines our school policy.

PHYSICAL BULLYING: pushing and shoving (where hurt is intended), kicking, invasion of personal space, the destruction of property, tripping, punching, tearing clothes, standing over someone, pushing books from someone's hands, shooting/throwing objects at someone.

VERBAL BULLYING: any comment of an offensive nature that refers to ability, race, religion, gender or sexuality; including name-calling, offensive language, spreading of rumours, using words that suggest stupidity or physical problems, mocking, imitating, teasing, abusive phone calls, laughing at someone's mistakes, using unwelcome nicknames. This can include electronic and digital forms of communication.

GESTURE BULLYING: includes making gestures (physical, verbal and written) to intimidate or to embarrass.

EXCLUSION BULLYING: includes the deliberate isolation (both explicit and implicit) of an individual student from their peer group.

EXTORTION BULLYING: the use of force to obtain money, food or personal belongings from other students; harassing other students to do tasks e.g. buying lunch, carrying materials.

CYBER-BULLYING: the use of information and communication technologies such as email, mobile phone, landline phone, text messages, instant messaging, defamatory personal websites and defamatory personal polling websites, to support deliberate, repeated and hostile behaviour by an individual or a group that is intended to harm others.

Bullying is not one-off incidents such as exclusion or name-calling but persistent behaviour which is designed to hurt, injury, embarrass, upset or cause discomfort to another.

2. Teaching about Bullying and Harassment

St Mary of the Cross recognises the duty of care owed to students during school hours and in instances where a school or teacher is aware, or ought to be aware, or there is a risk that a student is being bullied. As a school that will not tolerate bullying, St Mary of the Cross will ensure:

It is the responsibility of all staff to model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours. Staff use the approved Australian

Curriculum including the personal and social capabilities and the BCE Religious Education Curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Staff also use the Program Achieve as a resource to teach the personal and social capabilities. Students are taught that they have the responsibility:

- to have an understanding of bullying, bullying behaviours, bystanders and cyberbullying.
- to appropriately report incidents – if you believe you are being bullied; or are a bystander to a bullying incident.
- to work in partnership with the school and their family to resolve bullying incidents.
- to help someone who is being bullied.
- to not bully others.
- to use appropriate, positive anti-bullying behaviours.

3. Responding to Bullying and Harassment

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

Our school's Positive Behaviour Support Program which details a clear set of expectations and behaviours based on the key concepts of Be a Learner, Be Safe and Be Respectful. These are detailed in the School Expectations Matrix. There is a clearly articulated Positive Behaviour Process which details the processes and procedures to be followed in the event of poor behaviour which, in this case, would be bullying. The following procedures need to be followed to ensure bullying is appropriately addressed at St Mary of the Cross

Staff work in partnership with families to resolve bullying incidents. It is the responsibility of all staff to listen to all student reports of bullying and watch for signs of possible bullying. Staff ensure that students are adequately supervised.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. (School Behaviour Matrix)

Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this.

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.

Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Give examples of communication methods and topics.

Explicit promotion of social and emotional competencies among students:

The RECOGNISE, REACT, REPORT Poster provided by Brisbane Catholic Education is used to teach Protective Behaviours across all phases of the school. The You Can Do It! Program, teaching resilience, collaboration, organisation, persistence and confidence is taught across the school. Supportive bystander behaviours are addressed at assemblies using the RECOGNISE, REACT, REPORT framework, with a focus on safety and responsibility when reporting incidents of bullying.

Key contacts for students and parents to report bullying

Principal – Ben Campbell – 38574803

APRE – Joshua O’Keeffe – 38574803

Guidance Counsellor – Kely Lapworth – 38574803

Cyberbullying

Cyberbullying is treated at St Mary of the Cross 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.

The steps below provide a general guide for a response process for incidents of reported cyberbullying

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Ensure that the student is safe.
3. Collect additional information/evidence and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the Engage Student Support System.
4. Contact appropriate school personnel (may include the school Guidance Counsellor).
5. Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour affecting themselves or another student? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If you are uncertain whether the incident is a criminal offence, contact the Legal Counsel team at BCE.
6. Report the incident to the police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. If the matter is not urgent use the reporting facility on the eSafety Commissioner site or the Australian Cybercrime Online Reporting Network’s (ACORN) reporting tool. The incident may also be entered into the Student Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.
7. Respond and provide supports. This may include assisting the student to have the inappropriate behaviour removed. For assistance with this see the resources at the social media safety centre and/or involve school or BCE Information Services staff.
8. Contact the parents informing them of the incident and your course of action.

9. Follow up with parents and students at a designated time in the following weeks or months.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

The Student Support team meet monthly to look at the data to discuss and make decisions about student supports. This team analyses universal school data to find a focus area and prioritises students requiring Targeted or Personalised supports. Throughout the decision-making process, data is used to guide us to ask the "right" questions. The right question, asked at the appropriate time can deepen the dialog from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et. Al, 2009). The STIE, GC & leadership requiring meet regularly to analyse and prioritise students requiring additional behaviour 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 1 – Reflection Sheet



Reflection

Name:

Date:

What happened?

--

What were you feeling or thinking when this happened?

--

How can I fix or make things right?

What help do I need to do that?

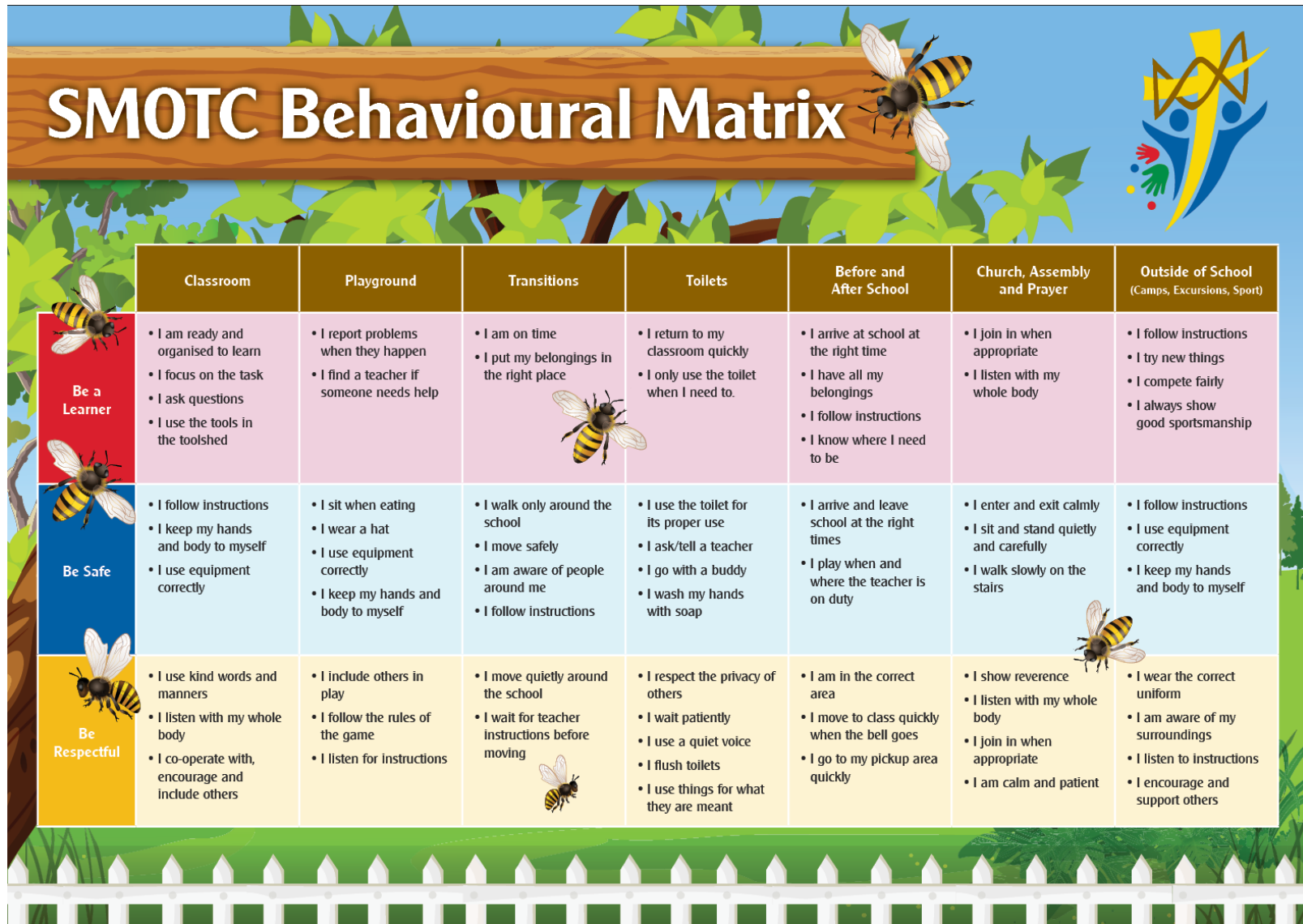
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Teacher

signature:

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Appendix 2 – School Behaviour Matrix



The graphic features a wooden sign at the top with the title 'SMOTC Behavioural Matrix' and a bee illustration. To the right is a logo with a yellow cross and blue figures. The matrix table has a background of green foliage and a white picket fence at the bottom. Each row is color-coded and includes a bee illustration: 'Be a Learner' (red), 'Be Safe' (blue), and 'Be Respectful' (yellow).

	Classroom	Playground	Transitions	Toilets	Before and After School	Church, Assembly and Prayer	Outside of School (Camps, Excursions, Sport)
Be a Learner	<ul style="list-style-type: none"> I am ready and organised to learn I focus on the task I ask questions I use the tools in the toolshed 	<ul style="list-style-type: none"> I report problems when they happen I find a teacher if someone needs help 	<ul style="list-style-type: none"> I am on time I put my belongings in the right place 	<ul style="list-style-type: none"> I return to my classroom quickly I only use the toilet when I need to. 	<ul style="list-style-type: none"> I arrive at school at the right time I have all my belongings I follow instructions I know where I need to be 	<ul style="list-style-type: none"> I join in when appropriate I listen with my whole body 	<ul style="list-style-type: none"> I follow instructions I try new things I compete fairly I always show good sportsmanship
Be Safe	<ul style="list-style-type: none"> I follow instructions I keep my hands and body to myself I use equipment correctly 	<ul style="list-style-type: none"> I sit when eating I wear a hat I use equipment correctly I keep my hands and body to myself 	<ul style="list-style-type: none"> I walk only around the school I move safely I am aware of people around me I follow instructions 	<ul style="list-style-type: none"> I use the toilet for its proper use I ask/tell a teacher I go with a buddy I wash my hands with soap 	<ul style="list-style-type: none"> I arrive and leave school at the right times I play when and where the teacher is on duty 	<ul style="list-style-type: none"> I enter and exit calmly I sit and stand quietly and carefully I walk slowly on the stairs 	<ul style="list-style-type: none"> I follow instructions I use equipment correctly I keep my hands and body to myself
Be Respectful	<ul style="list-style-type: none"> I use kind words and manners I listen with my whole body I co-operate with, encourage and include others 	<ul style="list-style-type: none"> I include others in play I follow the rules of the game I listen for instructions 	<ul style="list-style-type: none"> I move quietly around the school I wait for teacher instructions before moving 	<ul style="list-style-type: none"> I respect the privacy of others I wait patiently I use a quiet voice I flush toilets I use things for what they are meant 	<ul style="list-style-type: none"> I am in the correct area I move to class quickly when the bell goes I go to my pickup area quickly 	<ul style="list-style-type: none"> I show reverence I listen with my whole body I join in when appropriate I am calm and patient 	<ul style="list-style-type: none"> I wear the correct uniform I am aware of my surroundings I listen to instructions I encourage and support others

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

	Descriptor	Definition	Example
			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, 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,	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name

	Descriptor	Definition	Example
		or other original (not common knowledge) material without acknowledging its original source.	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
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,	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		compulsive, coercive or degrading	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