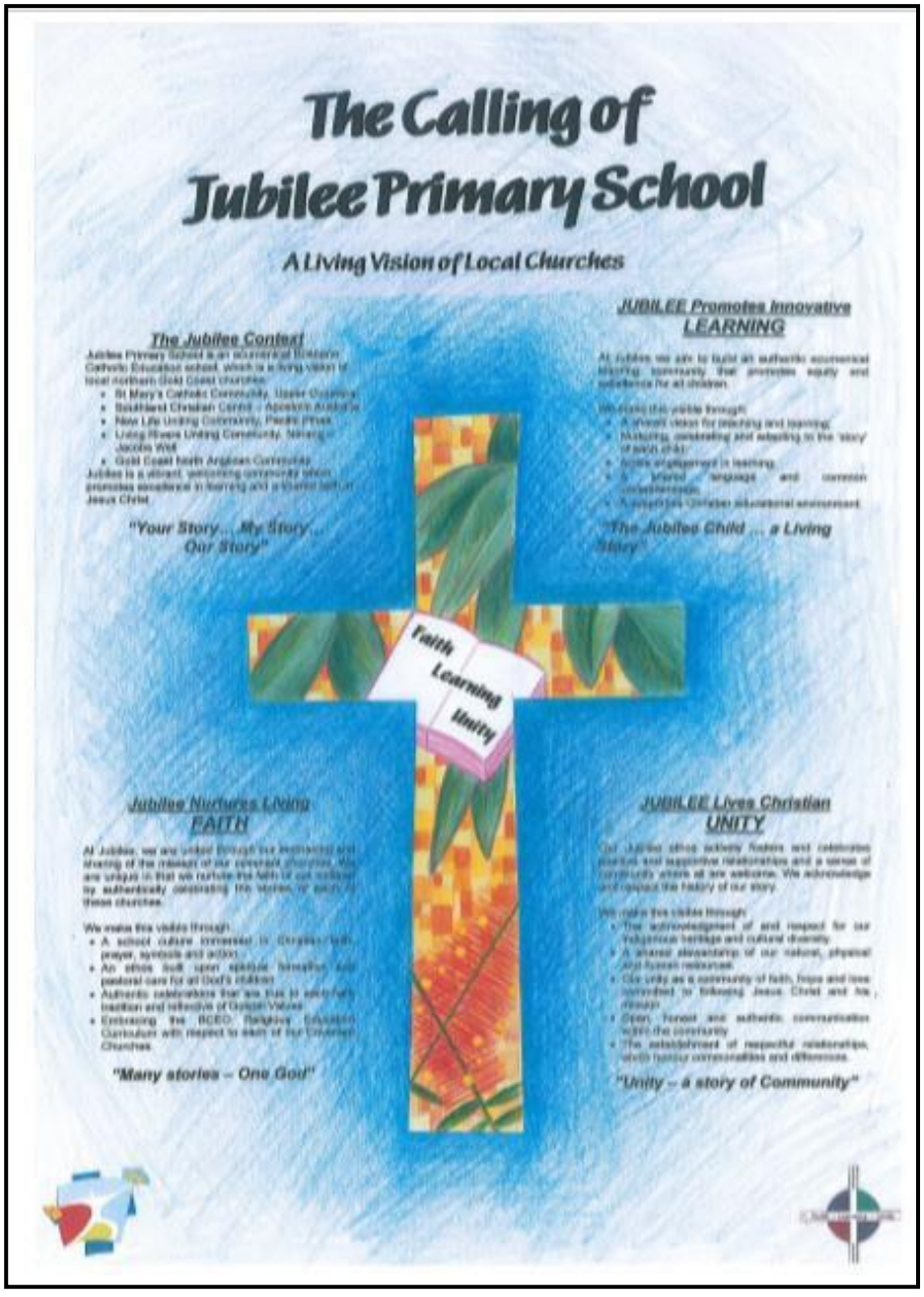
SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform



Our School Context

Jubilee Primary School was established in 2001 as Brisbane Catholic Education's first Ecumenical School. Jubilee is fortunate to be able to draw its foundation from the Catholic, Apostolic, Anglican and Uniting Churches which all have lasting and strong ties with the school. Using the person of Jesus as our guide, and following in the footsteps of our foundation pastors, Gerry Hefferen, Brian Sadik, Evan Stenlake and Gary Smith, Jubilee strives to be an inclusive environment where everyone works together for the benefit of our students and the community.

Jubilee currently has over 680 students enrolled. Community has always been a great strength for Jubilee. When the school commenced in 2001, many people came to the newly developed Pacific Pines area, without their own established connections. The school quickly became the point of community for these families and maintained them during the schools early years. 22 years later, community remains a vital and vibrant part of Jubilee.

Our Jubilee staff includes:

- 26 full time equivalent classroom teachers
- Traditional groupings in all classes, predominantly a 4-stream school
- 4 specialist teachers (Music, PE, LOTE - Italian, Library)
- 1 Support Teacher Inclusive Education (ST:IE)
- 3 Learning Support Teachers
- 3 Learning Engagement and Enhancement Teachers
- 1 Teacher/Librarian
- Leadership Team made up of Principal, Assistant Principal Administration (APA), Assistant Principal Religious Education (APRE) and Primary Learning Leader (PLL)
- 14 school officers
- Guidance Councilor, 4 days per week.
- Speech Pathologist, 3 days per week.
- 1 full time Groundsman

Consultation and Review Process

Jubilee Primary developed this behaviour plan in consultation with all appropriate members of the school community. Consultation involved meetings with teachers, parents/care givers and administration staff. It involved in-service of key staff personnel. A draft plan was presented to teachers and parents for comment.
Staff members were involved in an investigation of school data relating to behaviour management issues, including the use of the BCE Engage tracking system for student behaviour.
The plan was endorsed by the school principal, teachers, parent body and senior leader (performance and progress). Jubilee Primary Schools Student Behaviour Support Plan (SBSP) is reviewed every two years. Engage data is reviewed on a frequent basis with our Positive Behaviour for Learning (PB4L) committees and leadership team. Associated recommendations and priorities stem from this data.

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.

Brisbane Catholic Education's (BCE)vision is - *We are a faith filled learning community creating a better future.*

*BCE's mission is to **teach, challenge** and **transform** through our service, support and leadership for Catholic Education in the Archdiocess of Brisbane.*

*Our **values** are excellence, integrity and justice and hope.*

Student behaviour support is at the core of what we do at Jubilee. At Jubilee we aim to build an authentic ecumenical learning community that promotes equity and excellence for all children. We make this visible through:

- A shared vision for teaching and learning;
- Nurturing, celebrating and adapting to the story of each child;
- Active engagement in learning;
- A shared language and common understandings;
- A supportive Christian educational environment.

A common vision can give life and excitement to possibilities within the classroom. Class expectations give guidelines for the types of behaviour that the class would see themselves living to achieve that vision

Emphasis is on a sound theoretical foundation, measurable valued outcomes, adoption and sustained use of evidence-based practices, principles of organisational change guiding the process, and data-based decision-making model in use for continuous enhancements and regenerations (Gilbert, 1978; Gilbert & Gilbert, 1992; McIntosh, Horner & Sugai, 2007).

As a Jubilee school community, we want our students to be respectful, positive, responsible and organised.

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

What is Positive Behaviour for Learning?

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

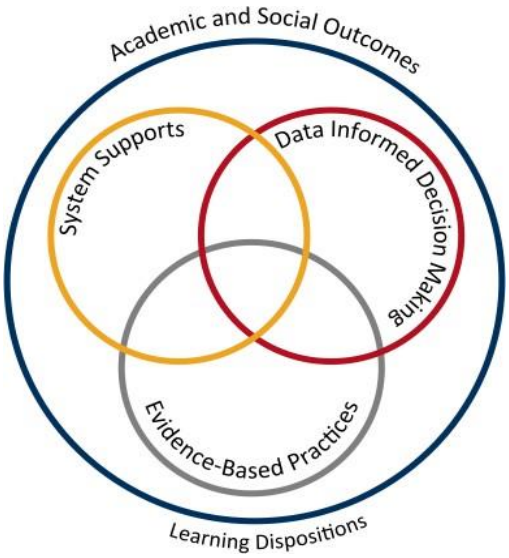


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

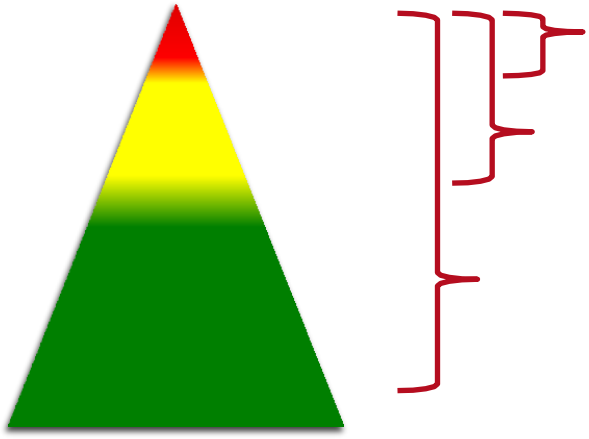


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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

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

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

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

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

At Jubilee we value shared leadership in PB4L and we do this through staff participating in our PB4L committees which include:

- Tier 2 & 3 committee comprising of STIE, Guidance Counsellor, Campus Minister and Leadership team meeting weekly and focusing upon students at risk, efficiency and interventions.
- Tier 1 committee comprising of classroom teacher representatives focusing upon engage data and recommendations for preventative and proactive structures to improve student behaviour. This team formally meets twice a term.

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 Persistent
- Be Resilient

- Be Confident
- Be Organised
- Be Positive
- Be Respectful
- Be Responsible
- Getting Along with others

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.

Respectful	I use good manners I use resources appropriately I consider others I show reverence I respect the privacy of others I take turns, share and be fair	Getting Along	I can work and play with others in harmony I share and take turns I tell the truth I am friendly to others I follow Classroom Rules I help make our school friendly and safe I play by the rules I am accepting of others I Can Do It!
Positive	I am willing to give things a go I make positive choices I share a smile and greet others I am a good role model I include everyone I speak to please, not to tease I am trustworthy I show sportsmanship I help others	Persistence Resilience	I never Give Up I like to keep trying I can work tough I do My Best I take risks I Can Do It! I can manage my feelings I accept Myself I Think First I show self control and can reflect I am independent I Can Do It!
Responsible	I am responsible for my learning I am responsible for myself I am responsible for my belongings I will put my litter in the bin I will look after resources I make positive choices I Listen and follow instructions I am in the right place at the right time I wear my uniform with pride I am an active partipant I play safely	Confidence	I know when and how to speak I can stand tall and proud I use appropriate eye contact I will have a go I am not afraid to make mistakes I Can Do It!
Organised.	I am in the **right place** at the **right time** with the **right things**	Organisation	I can plan and manage my time I can Set Goals and work towards them I come ready to learn I have all neccessary equipment I can put things away and clean up I Can Do It!

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:

- Explicit teaching and consistent follow-up of school rules based on our school behaviour matrix
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying photos of the correct use of equipment
- Applying appropriate consequences for not meeting behaviour expectations
- Displaying school behaviour matrix and expected behaviours on signage in all learning, play and eating areas around the school
- Explaining why a behaviour is expected or a consequence is necessary
- Sharing a common language about behaviour at Jubilee
- Social stories and the explicit teaching of social skills for some students with specific diverse learning needs
- Transitioning students to new year levels and new teachers at the end of the school year for the following year
- Maintaining effective communication across the Jubilee school community
- The continued development of our School Wide Positive Behaviour program

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 but not limited to:

- Praise and encouragement (verbal and non-verbal)
- Gotcha Tokens
- Token/ point systems
- Public display of work in the Library Display Case
- Individual class or year level rewards (stickers, stamps, raffle tickets, free time, chill out zone pass)
- Class job rosters
- End of term class parties
- Emails or communication to parents
- Sharing work with others (Leadership Team, buddy class, parents or other year level classes)
- Celebrating birthdays and outside school achievements
- Teacher evaluations (marks/ comments on work and behaviour reporting)
- Weekly assemblies to recognise achievements through the presentation of Student of the Week Awards
- Assemblies highlighting class presentations on virtues and anti-bullying reminders
- School gatherings to raise awareness of any current school events
- Daily Morning Gathering in the BCA
- School Liturgies
- Swimming, Athletics, Cross Country, Catholic Ball Games Carnivals, Interschool Sport Term 2 Years 4-6
- Key Focus Days- NAIDOC, Science Week, Jubilee Day etc
- Grandparents and Special Friends Day
- Buddies program
- Easter and Christmas Celebrations
- End of Year Awards Ceremony
- Program Achieve P-6
- School cultural evening, focusing on the Arts
- Annual P&F calendar activities

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 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.
- Whole Class Social Skills Intervention Programs. This type of intervention teaches students social skills, collaboration, learning about success and failure, and resilience in a whole class supportive environment through physical activity and discussion.

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.

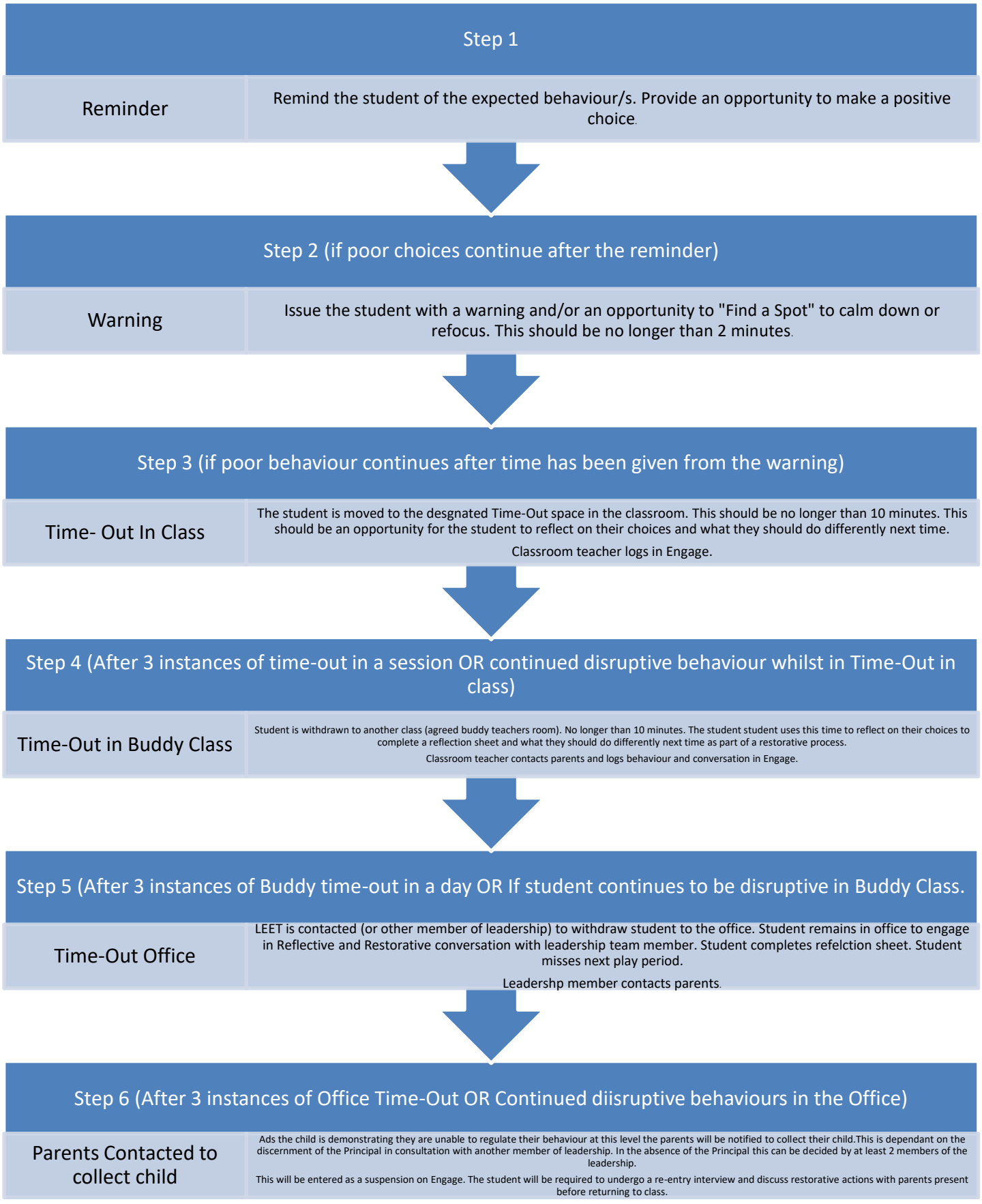
Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours.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

In addition, de-escalation crisis prevention and support strategies may include the Jubilee Management of Behaviour Flowchart.

Management Of Behaviour Flowchart



5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P-6 and include:

Detention Process: Detention employs the language of "time in" with the students. This is time where students are removed from class or play for a structured process of reflection and restoration. This is guided and scaffolded by a member of the school Leadership Team or nominated delegate, and combines elements of School/Class Expectations and our Behaviour support phases, strategies and resources. If a student requires "time in" it may be appropriate for communication to occur with the student's parents/caregivers, either by email or phone, giving the context and the "time in" process.

Suspension Process: Suspension is defined as the temporary, full-time, or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. In some cases, suspension is implemented to ensure the safety of other students, staff or the child themselves. The purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a resetting and reflecting period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school which will be included in the re-entry process.
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Grounds for suspending a student:

- persistent non-compliance
- persistent disrespect to staff and/or students
- persistent disruption
- A behaviour incident significant or major in nature
- failure to be responsive to support strategies and measures

Suspension is only one strategy for managing unproductive behaviour and is most effective when it highlights the parents/caregiver's 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.

Negotiated Change: In some circumstances, a change of school to another Catholic school, to a school

in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). The Principal may also involve Inclusive Education staff and Guidance Counsellor.

Exclusion - Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head 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. For appeals, the school aligns to BCE processes. For appeals, the school aligns to BCE processes. For appeals, the school aligns to BCE processes.

5. 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

Jubilee community acknowledges that each person has the right to be treated with dignity and to feel safe and secure within the school environment. To ensure that these rights are further guaranteed, we gather information/feedback as part of regular school improvement routines from our parents, staff, and students regarding their perceptions of well-being including safety and bullying at our school. This approach complements existing policies and procedures at Jubilee and addresses the feedback gathered during consultation processes.

What is bullying?

Bullying occurs when an individual is repeatedly exposed, over time, to negative actions on the part of one or more persons, this includes online or 'cyber' bullying.

This can also include low level, high intensity repetitive and targeted behaviours over time (in both the 'real' and 'cyber' worlds).

Bullying involves:

- A desire to hurt
- A hurtful action
- A power imbalance
- An unjust use of power.

Repetition of the negative behaviours is evidenced:

- Evident enjoyment by the aggressor
- A sense of being oppressed on the part of the victim

At Jubilee School, we aim:

- to nurture and promote the holistic development of each person.
- to promote an understanding that no form of bullying is acceptable.
- to teach and encourage resilience in all members of the Jubilee community
- to encourage a supportive network among students, staff, and parents.
- to regularly reiterate the importance of Protective Behaviour networks and procedures.
- to raise awareness and tolerance of difference.

At Jubilee School, we will:

- display anti-bullying information throughout school
- promote resilient behaviours regularly in classrooms and at assemblies
- publicly affirm positive behaviours

• actively employ peer mediators

• report all incidents verbally or in writing to Administration Staff

• ensure that all reports are acted upon

Positive behaviours will be always affirmed, and the Jubilee School Behaviour Matrix supports and is part of the Positive Behaviour 4 Learning school - wide approach to behaviour learning and support. Students are enabled to align school goals (respecting self, others, and the environment) with expectations across areas of the school and is inclusive of 'online spaces.'

At Jubilee Primary School, we will not tolerate bullying:

• Students are empowered to identify what is and is not bullying, and to recognise that they can do something about it.

• Professional learning is planned within our school's cycle of professional development and includes staff meetings, twilights, external providers, outside facilitators and BCE personnel.

• Explicit teaching regarding behaviour including bullying and non-bullying behaviours, resilience, social skills scheduled as part of a whole school approach (e.g., in class explicit teaching of focus areas, assembly presentations, external facilitators etc).

Every reported incident of bullying will be investigated and responded to with the appropriate action/s; it is right for students to tell someone if they, or their friends, are feeling bullied or unsafe.

The school's anti-bullying policies and procedures align with BCE Behaviour Support Policy and Guidelines and include the following:

• Behaviour Support Policy

• Anti-bullying Policy

• Kids Matter Initiative

• Positive Behaviour 4 Learning (PB4L) (whole school approach to behaviour support)

• Social Skills Programs (explicit teaching, in class, each term and in response to identified areas of need; including evidence from Engage data)

• Protective Behaviours Programs (including external facilitators e.g., Day for Daniel, Brett Lee Cyber Safety explicit focus at assemblies, in class programs, whole school initiatives/focuses e.g., Wellbeing Week each term, National Day of Action Against Bullying, Student Protection Week).

2. Teaching about Bullying and Harassment

At Jubilee, staff use the Australian Curriculum which 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

• Bullying NoWay

• Office of the eSafety Commissioner

3. Responding to Bullying and Harassment

The processes for reporting and managing bullying complaints from students, parents and guardians is based on the guiding principles that:

• Students, parents, and guardians have a right to voice concerns/complaints

• Complaints are to be resolved promptly and at the point of receipt, where possible.

• Complaints will be handled fairly, objectively, and confidentially

• Students, parents, and guardians will not be adversely affected by making a complaint.

• Complaints help us to improve our services.

The process for reporting and responding to bullying:

• In the first instance, the student, parent, or guardian talks with a teacher and/or other school employee and they work together to identify the key points of concern.

• An investigation to identify the facts is conducted by relevant school personnel.

• The school behaviour support process is used to guide and respond to the investigation, and an action/consequence is determined. This action aligns with the school's behaviour support process including parent notification, student consequences and follow-up support processes for all students.

• Repeated incidents by the same child/children will require parent/guardian consultation with the Principal. Action will be decided upon. Documentation will be kept. No further action will be taken if matter is resolved.

• Individual behaviour modification program for repeat offenders will be instigated and monitored.

If this is unsuccessful, enrolment may be reviewed in alignment with BCE behaviour guidelines and procedures.

• Documentation is recorded within BCE Engage system for all investigations of bullying.

• The complainant is informed that the matter has been investigated and they will be informed of actions/consequences. It is expected that all parties will work respectfully together with school personnel to resolve the matter.

• If the matter cannot be resolved, the student, parent or guardian talks with the Principal and they work together to resolve the complaint as outlined above.

• If the matter cannot be resolved, the student, parent or guardian talks with a senior school employee e.g., Deputy Principal, Assistant Principal or other nominated school employee and they work together to resolve the complaint.

• Request for review. If dissatisfied with the school's processes, a student, parent or guardian may submit a written request for a review to the Principal.

Evaluation of Policy

• A review of the Jubilee Policy, including Behaviour Support Plan, will take place annually within the school's cycle of policy review, and will continue to be informed by BCE Student Support Policy and Guidelines.

• This review will include consultation with staff, students, and parents. Parental support will be encouraged and affirmed at all times.

• As part of the commitment to Jubilee School, parents and caregivers will be encouraged to provide a written response as to the policy's effectiveness, at the end of each school year.

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

At Jubilee, we plan for a safe, supportive, and inclusive school to prevent bullying and harassment. We do this in a range of ways:

1. School 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.

- Safety poster is shared at school assemblies and by classroom teachers
- Students are taught to Recognise React Report when they are feeling unsafe
- Students are given strategies when someone is being mean on purpose

2. Staff communication and professional learning: Staff will be supported with professional learning that

provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

- PB4L training developed by BCE provided to all staff at the beginning of the year

3. 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.

- Briefing of the school's Student Behaviour Support Plan is shared at the beginning of the school year and definitions and supports addressed

4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- Briefing of the school's Student Behaviour Support Plan is shared at the beginning of the school year and definitions and supports addressed as part of staff induction

5. 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.

- Information is shared in school newsletter and parent handbook.
- Days such as antibullying day and harmony day are celebrated as a community.

6. Explicit promotion of social and emotional competencies among students:

- Personal and Social general capability is taught alongside learning areas as identified in the Australian Curriculum
- Learning dispositions support students to be active learners and persevere when meet challenges

7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection.

- At Jubilee we combine the use of the Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence based anti-bullying programs.

Key contacts for students and parents to report bullying

Staff member: Principal – Matt Edwards – 5502 8566

Staff member: Assistant Principal Administration– Chris Clurey – 5502 8566

Staff member: Primary Learning Leader - Debbie Sketcher – 5502 8566

Cyberbullying

Cyberbullying is treated at Jubilee 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.

Resources

At Jubilee we use independent research-based evaluations to inform the selection of any program. We combine the use of the Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs. The Australian Curriculum provides the framework for your school's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

- Bullying NoWay
- Office of the e-Safety Commissioner

Jubilee responds to incidents of cyber bullying and harassment using the same process for reporting and responding to bullying.

Jubilee Primary School is an ecumenical school that believes all relationships are to be consistent with both the teachings of Jesus Christ and the ethical and moral principles held by the Church universal. Consequently, the Christian virtues must govern all inter-personal, professional, collegial and community relationships.

The knowledge that all people are created in the image and likeness of God, and the experience of the grace of God toward all, leads to the truth that all members of a community are necessary, unique and vital to God and to each other. Each member of the Jubilee Primary School community must be recognised and respected as bearers of love and wisdom. It is critical to recognise that each member and group holds part of the pieces that make the whole, and not any one person or group can have all the pieces. It is in the sharing, of what each has, that the whole can benefit; it is in compassion for each member, particularly the very weakest, that makes us complete. Every person has the right to feel safe. Any person who bullies is intending to put the victim in distress in some way. Victims of bullying often fear school and consider it to be an unsafe and unhappy place.

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby 1996) Cyber-bullying is another form of bullying using technology. A bystander is a person who witnesses a bullying incident as an onlooker. If you witness bullying and do not report the behaviour is considered to be bullying.

Physical E.g. Hitting, pushing, kicking, unwanted horse-play, any form of violence, threat or intimidation	**Verbal** E.g. Teasing, name calling, sarcasm, spreading rumours, intent of interaction, intimidation, lying.	**Emotional** E.g. Ignoring, power imbalance, relationship, collusion, exclusion, manipulation, ridiculing and humiliating.	**Racist E.g.** Taunts, graffiti, gestures and intimidation	**Sexual E.g.** Unwanted physical contact, comments, intimidation	**Cyber E.g.** Unwanted text messages, emails, intimidation, abusive social media

The result of bullying and cyber-bullying can be serious for both the bully and bullied, affecting his or her whole life. For the bullied student it may result in stress, lower academic performance, truancy, anger, poor self-esteem, sleeplessness, nightmares and depression. For the bully, it may lead to a belief that such behaviour is acceptable and consequently lead to a failure to develop skills of cooperation and conflict resolution.

At Jubilee we recognise that care for all is a joint responsibility between staff, students and parents and the wider community. Teachers, students and community members play an important part in raising awareness of the issues and creating and maintaining a supportive, inclusive and safe school environment.

At Jubilee we address bullying by:

- Publicly stating that bullying is not tolerated at Jubilee.
- Modelling appropriate behaviour.
- Developing ways to ensure that students can report inappropriate behaviour without fear of reprisals.
- All students and parents sign the school Internet Agreement each year prior to accessing the internet and computers.
- Specific cyber-bullying awareness lessons are integrated into class programs.
- Data collection on the incidence of bullying.
- Use of the curriculum to examine aspects of bullying. The inclusion of anti-bullying segments in the Pastoral Program e.g. Problem-Solving Skills, Social Skills Program, Peer Support, Prayer Assemblies, Conflict Resolution lessons and publication in the school newsletter. Lessons from Guidance Counsellor.
- Observation and recording of students by teachers inside and outside the classroom.
- Involvement of non-teaching staff.
- Senior students working with younger students eg. Buddies
- Incidents of bullying referred to Administration.

When Bullying is Reported to Administration

- Refer incident to a leadership team member for entering on the Student Behavior System database.
- Both bully and the bullied will be referred to an administration team member where the method of shared concern, mediation or counseling will be initiated.
- We adopt a no blame approach and process in the first instance. Those involved will be interviewed and the situation assessed.
- In addition, a further range of options is available including time out, suspension and exclusion.
- A Behaviour Report, which includes comments from the relevant teacher, will be placed on the student's file. Main details will be noted in the student's file enabling staff to identify patterns.
- Parents will be informed about bullying through the Behaviour Report or a phone call. Serious or repeated bullying will see parents contacted immediately by the administration. Both the target and the perpetrator are supported and counseled, and parents of both parties contacted.
- Follow-up by checking on both the bully and the bullied student to ensure the situation has been resolved.

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)

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.

We look at behavioural data to identify trends and concerns to improve structures, support and teaching foci at an individual, class and school wide level.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing 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	
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	
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 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"	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	
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
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	Refusing 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	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
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	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using	

	Descriptor	Definition	Example/Non-Example
		prescription drugs contrary to their doctor's directions	
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 Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	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
19	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 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/ 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.