ST AGNES CATHOLIC PRIMARY SCHOOL
STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision- Teach Challenge Transform

Vision: In the light of the Gospel, to let our light shine through life-long teaching and learning, life enriching relationships, and life-giving spirituality.

Mission: At St Agnes Catholic Primary School our mission is to nurture and inspire our children with a quality education, based on Catholic beliefs and traditions, within a positive community. This mission is enacted by following the St Agnes Way of Respect, Awareness, Co-operation, Active Learning, Acting Safely.

Values: Compassion, Justice & Courage

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting St Agnes Primary School to create and maintain a safe and orderly learning and teaching environment.

Our School Context

St Agnes is a Catholic primary school with an enrolment of over 396 students. Our students come from a range of socio-economic and cultural backgrounds. The current enrolments at the school are steady with the majority of families living in the Mt Gravatt and Holland Park area. There is a trend for some boys to leave St Agnes at the end of Year 4 to attend one of the all boys colleges. The number of boys who leave vary from year to year. At the conclusion of Year 6 the students attend a range of secondary schools including Clairvaux MacKillop, Our Lady's College and Loreto College.

Our dedicated school staff numbers 41, with our Leadership Team consisting of full-time Principal, Assistant Principal of Religious Education and Primary Learning Leader. Our teaching staff consists of 16 full-time classroom teachers and 2 part-time classroom teachers in a job share arrangement. We have specialist teachers for Library/Technology, Physical Education, Music, Visual Art and LOTE. Our inclusion team consists of a Support Teacher Inclusive Education, a Guidance Officer (2 days a week) and a Literacy Support Teacher (3 days a week). Support staff include 15 school officers.

St Agnes has a rich tradition of providing an inclusive Catholic education to the families of Mt Gravatt and beyond. It is a school that has been blessed for many years through dedication and teaching of the Sisters of St Joseph. Today we strive to carry on the legacy of Mary MacKillop and the Sisters of St Joseph, while bringing to it our own unique gifts and insights. Our learning community is gifted with families from a range of cultural backgrounds. Together, we seek to establish a life-

long learning community that builds a more just world through quality education. We welcome and encourage the involvement of parents.

Consultation and Review Process

The St Agnes Behaviour Support Plan has been developed and reviewed in consultation with the school community as well as consultants from Brisbane Catholic Education. Our practices are aligned to the Positive Behaviour for Learning Procedures. Our most recent review took place in 2021. In 2020 the school implemented our PB4L committee, a group consisting of staff from across the school with a passion for student support and positive behaviour. The committee meet regularly during the school year to discuss behaviour support for students.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

At St Agnes we are a faith filled community, dedicated to fostering a love of learning so that our students are empowered to proactively contribute to society. This is done by enacting our Vision for Learning which focuses specifically on:

Embracing Each Individual

- o Valuing each person in the image and likeness of God
- o Building a sense of self by developing social, emotional and cognitive skills
- o Recognising and catering for the needs of all learners

Being Adaptable

- o Embracing evolving pedagogies and technology
- o Utilising a range of resources and environments to facilitate learning

Active Engagement

- o Creating critical and productive learners who deepen their knowledge and justify their thinking
- o Using feedback and student voice to guide teaching and learning that is motivating, challenging and engaging
- o Maintaining high expectations for each individual
- o Igniting curiosity and creativity in learning

Positive Relationships

- o Fostering partnerships with students, parents and the school community

- o Supporting each learner through effective communication with all stake holders
- o Nurturing connections between teachers and students to promote quality learning

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.
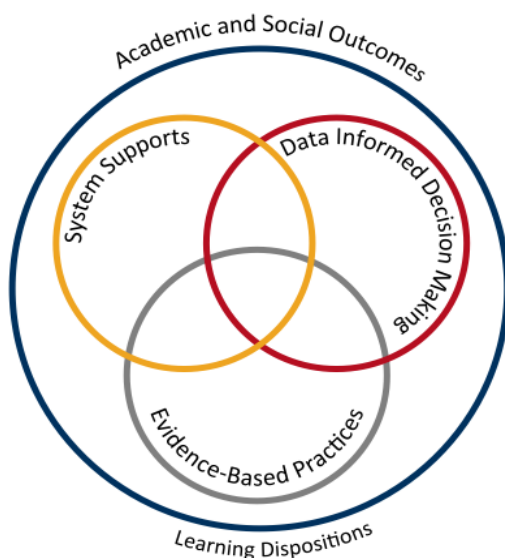

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.
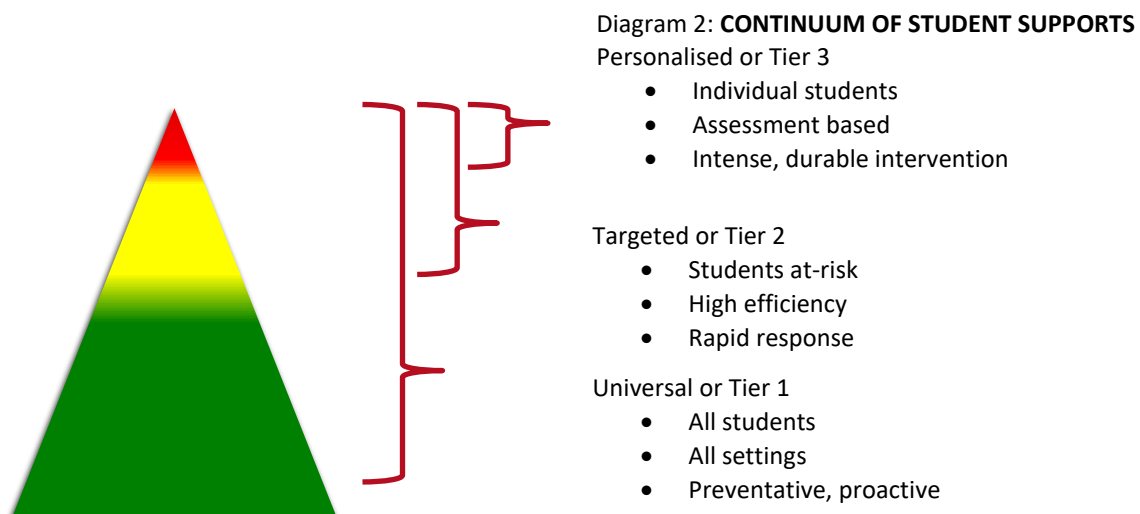
Tier 1 Universal Supports:

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

The St Agnes Student Behaviour Support Team/PB4L Committee is led by the Principal and APRE. It consists of the Principal, APRE, Support Teacher – Inclusive Education, Guidance Counsellor and three teachers who have a passion for this area.

The St Agnes Student Behaviour Support Team/PB4L Committee meet three times a term to review practices and procedures, analyse data and work together towards creating a positive environment for our students.

St Agnes staff engage in professional learning focused on PB4L framework and reiterating theoretical and conceptual understandings of PB4L.

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.

At St Agnes students are inspired to follow the St Agnes Way of:

- Acting Safely
- Active Learning
- Awareness
- Cooperation
- Respect

These expectations are displayed visually across the school on **The St Agnes Way Matrix.** *The St Agnes Way Matrix* describes the positive behaviours that are expected of all students to follow the *St Agnes Way* across each area of the school. These expectations allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

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 taught through the learning areas of the approved curriculum. www.acara.edu.au

The St Agnes Way Matrix Posters

We follow the St Agnes Way….	When Learning by	When Playing by	When Gathering by	When Moving by	When Eating by
Acting Safely	Keeping our hands and feet to ourselves Using equipment appropriately Moving safely	Keeping our hands and feet to ourselves Being in the right place Being sun-safe Using equipment appropriately	Waiting for our turn to enter and leave Keeping hands and feet to ourselves	Walking around the school Practising good hygiene	Eating our own food Sitting down to eat
Active Learning	Having a go and doing our best Asking questions Participating in all activities	Being on time and ready to learn Listening to instructions	Using whole body listening	Concentrating on our purpose	Listening to instructions
Awareness	Listening to others when they are talking Respecting personal space	Watching out for those around us Including others in our games	Bringing ourselves to stillness and silence	Watching out for those around us Greeting others Using a quiet voice	Eating healthy food Staying hydrated
Cooperation	Working together Taking turns to speak Sharing equipment	Talking through problems Using our manners Following the rules of the games	Following instructions	Waiting for our turn	Working together to keep our school clean
Respect	Using positive words Encouraging others Speaking kindly	Looking after the equipment Caring for the environment	Listening while others are speaking	Giving privacy to others Using good manners	Caring for the environment Keeping our area tidy

FOLLOW THE ST AGNES WAY

when EATING by…

Acting Safely	Eating our own food	Sitting down to eat
Active Learning	Listening to instructions	
Awareness	Eating healthy food	Staying hydrated
Cooperation	Working together to keep our school clean	
Respect	Caring for the environment	Keeping our area tidy

FOLLOW THE ST AGNES WAY

when PLAYING by…

Acting Safely	Keeping our hands and feet to ourselves	Using equipment appropriately	Being in the right place Being sun-safe
Active Learning	Being on time and ready to learn	Listening to instructions	
Awareness	Watching out for those around us	Including others in our games	
Cooperation	Talking through problems	Using our manners	Following the rules of the games
Respect	Looking after the equipment	Caring for the environment	

FOLLOW THE ST AGNES WAY

when GATHERING by…

Acting Safely	Waiting for our turn to enter and leave / Keeping hands and feet to ourselves
Active Learning	Using whole body listening
Awareness	Bringing ourselves to stillness and silence
Cooperation	Following instructions
Respect	Listening while others are speaking

FOLLOW THE ST AGNES WAY

when LEARNING by…

Acting Safely	Keeping our hands and feet to ourselves	Using equipment appropriately	Moving safely
Active Learning	Having a go and doing our best	Asking questions	Participating in all activities
Awareness	Listening to others when they are talking	Respecting personal space	
Cooperation	Working together	Taking turns to speak	Sharing equipment
Respect	Using positive words	Encouraging others	Speaking kindly

FOLLOW THE ST AGNES WAY

when MOVING by…

Acting Safely	Walking around the school	Practicing good hygiene
Active Learning	Concentrating on our purpose	
Awareness	Watching out for those around us	Greeting others / Using a quiet voice
Cooperation	Waiting for our turn	
Respect	Giving privacy to others	Using good manners

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 at beginning of school year and regularly during class
- Weekly focus throughout the year at morning and weekly assemblies
- New student orientation when needed
- Student leaders support younger peers through modelling behaviour and buddy program

Class Covenant
At the beginning of the school year, each class works collaboratively to create a Class Covenant. A covenant is a written promise and agreement for members of the class community and is a vision of how we will live, love learn and celebrate together. The covenants reflect the St Agnes Way Matrix and are shared with a member of the leadership team during the first weeks of school. This covenant is visible in the classroom throughout the year.

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.

School Practices

The following practices are embedded across the school to encourage positive behaviour and provide feedback to students for following The St Agnes Way through multiple reward systems.

Classroom Based Practices

We acknowledge that each classroom teacher uses a wide variety of positive behaviour strategies that complement the work of PB4L. This may include individual and whole class reward systems, referring consistently to expectations and explicitly teaching expected behaviours.

Weekly Awards

Each week the class teacher selects two students who have been following the St Agnes Way focus for the week (e.g Acting Safely) to receive an award. The students are presented with the award at assembly and the short citation describing why they are receiving the award is read out to their peers. During the award presentation, students are explicitly reminded to listen carefully to why students are receiving the awards and recognise how they have been following the St Agnes Way.

Star Cards and Raffle

Students who are demonstrating the St Agnes Way at school are presented with a Star Card for their actions by a teacher who selects which element of The St Agnes Way they are receiving their award for. The student then puts their Star Card into the corresponding Acting Safely, Active Learning, Awareness, Cooperation or Respect box at the collection point.

At assembly each week, a raffle of the Star Cards will be drawn from each of the St Agnes Way boxes and students will receive a small prize. The box that represented the St Agnes Way focus for the week will have multiple cards drawn from it.

Bronze, Silver and Gold Awards

Students are encouraged to collect as many Star Cards as they can for following The St Agnes Way. Once 15 Star Cards within a year have been collected by students, they will be eligible for a Bronze arm band. Another 15 star cards and a Silver arm band is awarded. When a child reaches their 45th star card within a year a Gold arm band is awarded. All arm bands are presented at the weekly assembly. All Gold Award recipients will also go into the end of year draw to be Principal for the day.

Arm band recipients are photographed at assembly and their photo put into the weekly newsletter.

Let Your Light Shine Awards

The Let Your Light Shine Awards have been a long-standing tradition at St Agnes. These awards acknowledge some students in our school community who consistently inspire others by following the St Agnes Way. Teachers are asked to nominate two students from their class each Semester, who they believe consistently demonstrate all elements of the St Agnes Way, nominated students then have their nomination supported by specialist teachers and the Leadership Team before they receive the award. The awards are presented at a special Let Your Light Shine Assembly where the parents of each recipient are invited to attend.

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:

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

- Social Skills Groups/Emotional Regulation Groups. This type of intervention involves directly teaching social skills and/or emotional regulation 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. This group is usually run by the school guidance counsellor.

- Group restorative lessons and conversations

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:

1. Support from specialist staff (e.g. Student Support Teacher, Guidance Counsellor) BCE support staff (e.g. Education Officers, Speech Pathologists) or outside agencies (e.g. psychologists, Occupational Therapists).
2. Developing Individual Plans (Action Plan, Behaviour Support Plan, Crisis Management Plan)
3. Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
4. Guidance Counsellor support services e.g. counselling, assessments, observations.
5. Student Support Team case management - planning and implementation of individualised support plans and monitoring data
6. Wrap Around Meetings
7. Social Stories

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 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 crisis 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 …

- Student support teacher, a member of the administration team or the guidance counsellor supporting as needed

- Preventative breaks in the learning support room
- Supporting students to re-turn to class after breaks
- Use of the chill out space in the learning support room

5. BCE Formal Sanctions

What are "formal sanctions"?
Brisbane Catholic Education's (BCE) Student Behaviour Support policy is mostly focused on positive, preventative behaviour management strategies. However, the policy also includes four types of formal sanctions. These disciplinary actions are called
1. Detention
2. Suspension
3. Negotiated Change of School
4. Exclusion

How are BCE's formal sanctions used at St Agnes Catholic Primary School?
We use formal sanctions only after thoughtful consideration. At St Agnes, formal sanctions are typically given for student behaviour that harms others physically or emotionally, damages school property, or disrupts others' learning in ways that cannot easily be managed in the classroom by teaching staff.
We do not use the term "detention". Instead, we refer to "time out of class" or "time out of play." Students who have time out of play or class may be sent to the administration office, to the Penola Learning Support Centre, or to another classroom, depending on who is available to supervise the student and the nature of the concern about their behaviour. Please note that every effort is made to ensure that St Agnes students also spend time in the office or Penola, and visit other classrooms, for positive reasons.

Time out of class or play

When do students have time out of class or play?
One or more members of the leadership team, in collaboration with classroom and specialist teaching staff, decides whether time out of class or play is appropriate. Time out of class or play may be used in response to physical or verbal aggression or conflict. It may also be imposed if a student has damaged property. Occasionally, students are sent to complete class work in the office or Penola if they have refused to complete learning tasks over several lessons, or engaged in ongoing disruptive behaviour.
The duration of time out of class or play is proportional to the student's behaviour of concern – from ten minutes at the start of lunchtime, to a full day. Generally, the student must also make amends if someone else has been hurt or adversely affected by their actions. Sometimes students are asked to complete a "reflection sheet" to describe what went wrong, and how they intend to fix things.

Students' basic needs and developmental ages are always considered when time out of class or play is used, and they are always directly supervised by a teacher or member of the leadership team.

Will I be contacted if my child has time out of class or play?
Generally, parents receive an email or phone call if their child has time out of class or play. However, sometimes a brief, quiet cooling-off period after conflict with peers or the teacher is given and staff judge that there is no need to contact a parent.

What if my child has time out of class or play on several occasions?
This usually means that the child requires more individual behaviour support. Our student support team (Principal, Assistant Principal, Primary Learning Leader, Guidance Counsellor and Support Teacher: Inclusive Education) will work collaboratively with the student's classroom and specialist teachers to create some individualised support strategies, or adjust the strategies that are already in place.

Suspension

From time to time, a student's behaviour may be in serious breach of the school rules in harmful ways. When this happens, our St Agnes staff continue to implement preventative and proactive individual support. However, at times, in keeping with Brisbane Catholic Education standards and policies, we may suspend a student from school as a formal sanction. Sometimes this is also to ensure others' safety. Parents are expected to support this decision and participate in discussion about the suspension.

What is suspension?
Suspension is the temporary, full-time or part-time withdrawal from the school (including school related functions such as camps, excursions or other special events) for a defined period. Suspensions can be conducted within school or out of school.

When might a student be suspended?
The decision to suspend a student at St Agnes is taken very seriously. It is only implemented after other behaviour supports have been tried in collaboration with the student's family and sometimes with external professionals who support the student. A student may be suspended to:
- Allow a cooling-off period after a major incident and develop a plan for the student's safe participation in life at school – particularly when staff or other students have been physically hurt;

- Provide time to negotiate some goals for the student's return to school and

- Collaborate with the student's family to ensure a shared understanding of the behaviour of concern that led to the suspension, and to plan for the student's successful return to school.

What should a family expect if their child is suspended?

- The principal decides when a student should be suspended. The principal contacts the student's parent or caregiver to describe the behaviour of concern, the responses of staff who were present at the time, and any other relevant information. Often, the parent is asked to come and collect the student from school immediately and we expect parents to cooperate with this request unless circumstances make this impossible.

- For suspensions of a full day or longer, parents will receive a letter that describes the reasons for the suspension and its duration.

- At times, students may be suspended part-time, so that a student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension never spans more than ten school days in total.

- If a student is suspended, we will provide some schoolwork for the student to complete at home unless the parent specifically requests otherwise.

- When the student returns to school, they will meet with the principal or APRE before going to class. This is called a "re-entry meeting." The principal or APRE may support the student to engage in restorative conversation or action with the person or people who were harmed by their actions.

How does St Agnes support students after a suspension?

- If a student doesn't already have one, we will write a support plan after a suspension. Different types of support plan have different names, including Individual Support Plan (ISP), Behaviour Support Plan (BSP) or Crisis Management Plan.

- The support plan will describe all the actions staff will take to prevent the behaviour that led to the student being suspended. These could include reduced task demands, extra support within curriculum areas that are difficult for the student, support during play breaks, check-ins with a trusted staff member, or providing a "safe place" within the school for the student to go. Support plans are always shared with the student's family, and the family's input into the plan is always requested.

- Sometimes, collaboration between our staff and specialist BCE staff such as Education Officers for Inclusive Education or Wellbeing is helpful, so we may request their involvement.

- If the student has a paediatrician, psychiatrist, psychologist, case worker, speech pathologist or occupational therapist we may also invite them to collaborate with us to support the student.

Negotiated change of school

What is a negotiated change of school?
In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed upon by the current school and the student's family. Negotiated change of school may occasionally be an appropriate way to protect the wellbeing of the school community (for example, if a student's attendance creates a danger to that community's safety). A negotiated change of school may offer the student the opportunity to make a fresh start and experience success in an environment that better suits their needs and circumstances. However, this positive result can only occur if the change of school is carefully planned and sensitively managed.

When might a St Agnes family engage in a negotiated change of school?
When a student enrols at St Agnes, we welcome them in the hope that they will thrive within our school community - academically, socially, emotionally, and spiritually. However, very occasionally, a student's behaviour harms and creates risk for others that affects the wellbeing of those around them and their own wellbeing and sense of belonging over a long period of time.
When this happens, we may consider whether a different school would be better suited to the student's needs, and we may discuss this with their family.
If the family agrees that a fresh start is appropriate, we will offer practical support for the transition and, with the family's permission, collaborate with staff at the new school to do all we can to ensure the change is successful.
If the family does not wish to consider another educational setting, we will not pursue the matter further. The student will remain enrolled at St Agnes, unless their behaviour continues to pose such a level of risk to the school community that they are excluded.

Exclusion

What is exclusion?
Exclusion is the withdrawal of a student's right to attend their current school. The student can no longer attend school or any school-related events at the school they have been excluded from.
In extreme circumstances, where all other avenues to support a student to stay at St Agnes have been tried, our principal may recommend exclusion. The principal alone does not have the authority to exclude a student. Because exclusion is such a serious measure, there is a clear procedure that schools must follow if it is applied, involving their Senior Leader (who is responsible for a cluster of BCE schools), BCE's Head of School Progress and Performance, and the Parish Priest.

When would a student be excluded from St Agnes?
A student would only be excluded from St Agnes as an absolute last resort, where the frequency and intensity of their unsafe behaviour is so extreme that the risk to the school community is unacceptable and cannot be managed if they remain enrolled here.

We understand that exclusion has serious long-term consequences for the student and their family. We will do all we can to avoid exclusion by using a range of behaviour supports and, where appropriate, other educational adjustments, to help the student engage in learning and play safely at school.

How is exclusion carried out?
1. The principal notifies the student and the family that the student will be suspended for ten school days, but that exclusion from the school is being recommended. The principal must give reasons for this recommendation. The student and their family has seven school days to respond.
2. The principal must give the student's family a copy of all the documentation that relates to the decision to exclude the student (some documents may be altered to protect others' privacy).
3. The principal requests a meeting with the student's family to outline the process of exclusion, and communicate the reasons for it in person. **The student and their family has the right to have a support person present for all meetings with the principal and other BCE personnel if exclusion has been recommended.**

4. The principal must give the student's family information about the implications of exclusion, their right to appeal, and how to appeal.

If a student is excluded from St Agnes, can they attend another BCE school?
Generally, yes. The student can enrol in another BCE school unless the Learning Service Executive has specifically prohibited the student from attending all BCE schools. Parents should understand that if a student enrols in another BCE school, the records that relate to their learning and behaviour will be available to staff at their new school once they transfer. If the student requires significant educational adjustments to support their learning and engagement, their new school may undertake the Enrolment Application Support Process (EASP) with the family.

Can a family appeal against their child's suspension or exclusion from St Agnes?
Yes, there is an appeals process.

Process for Appeals

Appeals by parents/caregivers are made to:
1. **The Principal, in relation to a decision to suspend a student for less than three (3) days.** Parents/caregivers who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal

2. **The Senior Leader: in relation to a decision to suspend a student for more than three (3) days** from school.
3. **The Executive Director:** in relation to a recommendation to exclude a student from a Brisbane Catholic Education School. (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

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 responses

At St Agnes our students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation and victimisation. At St Agnes diversity is valued and all members of the school community should feel respected and included, and can be confident that they will receive support in the face of any threats to their safety and wellbeing.

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.

Definition

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

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

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

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

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

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

Understanding Bullying and Harassment

St Agnes Primary School is registered for the National Day of Action Against Bulling and Violence (NDA) on the second last Friday of March. The school guidance counsellor runs the staff meeting prior to the day. During the staff meeting, staff have time to explore the website and theme. The guidance counsellor suggests lessons around the Years theme and sends out an email to staff with links to resources and lessons. On NDA day, students at St Agnes wear orange to acknowledge the day. The school supply wrist bands to students to the students and older students in Year 4-6 are given a card to remind them what to do if they are being bullied and where to go for help. The class on assembly that week will around the bullying theme in their class assembly and key messages about the day are given to students. Information about the day is also provided in the parent newsletter. This includes information for parents on what bullying is and school processes.

Teaching about Bullying and Harassment

At St Agnes, teachers teach the Personal and Social Capabilities in ACARA to their students based on their class needs and year level and through the HPE curriculum. In 2020, we implemented Friendology 101 and Friendology JR, URSTRONG's awarded winning school friendship curriculum as a whole school curriculum in Year 1-6. Friendology gives our students the knowledge and skills to grow healthy friendships and feel empowered. This whole school approach is used by staff to share a common language with their students with regards to solving friendship problems. It includes lessons on bullying (mean on purpose behaviour) and teaches children how to have healthy friendships. This is in addition to the lessons on NDA day. Teachers are encouraged to use the lessons from the NDA website and respond to incidents pro-actively. This may also include support from the school guidance counsellor with teaching lessons.

Responding to Bullying and Harassment

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.

Preventing Bullying and Harassment

- ➤ **Student Assemblies:** Expectations around student behaviour and the matrix are reinforced in morning messages and at weekly assemblies. Positive behaviour towards peers is rewarded with Star Cards e.g. respect.
- ➤ **Staff communication and professional learning:** Staff are supported with professional learning on supporting students with healthy relationships, safety and managing their emotions e.g. Friendology curriculum, The Zones of Regulation. The National Day of Action Against Bullying and Violence is discussed during staff meetings, and resources on how to acknowledge the day are provided to staff. Key messages and information are also communicated via email to staff.
- ➤ Staff are provided with information around how to respond to bullying (and cyberbullying) during staff meetings. In 2021, staff (and students) were provided with training on cybersafety from an external provider.
- ➤ All staff, including new and regular casual staff are provided with the school's approaches and strategies to prevent and respond to student bullying

behaviour through whole school compliance at the start of every school year. Staff unable to attend, are emailed the documentation and asked to read this.
> **Communication with Parents:** The parent community is provided with information around our positive school culture through orientation sessions for new staff, and through the school newsletter. The Parent Portal also has links to important information around the schools' response to bullying.

Key contacts for students and parents to report bullying

Staff member- Principal– Bernadette Judd - 07 3349 5130

Staff member- APRE – Dean Estreich - 07 3349 5130

Cyberbullying

Cyberbullying is treated at St Agnes Primary School 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

The Australian Curriculum ⬈ provides the framework at St Agnes for 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. Staff align their teaching and learning around anti-bulling to these key areas of the currriculum.

Social Emotional Programs, Child Safety Programs and activities at St Agnes assist us in responding to instances of student Bullying/Harassment.

- ➢ **The Zones of Regulation:** The Zones of Regulation curriculum was purchased in 2017 to support students in the classroom with emotional regulation.
- ➢ **UR STRONG (Friendology 101 and Friendology Jr):** These programs are recommended in the BEYOU program directory (Be You) to help support students to have healthy friendships, deal with conflict and improve their wellbeing. St Agnes has implemented this program as a whole school initiative in 2020 with all staff in Year 1-6 teaching the lessons yearly, and revisiting key messages as needed to support their students.
- ➢ **We Thinkers Volume 1 and 2:** The program and resources were purchased in 2018 to support students in Prep (and Year 1 as needed) to follow social and school expectations and with emotional regulation. The program includes lessons and resources (picture books). Some of the concepts that are taught include: *Body in the Group, Following the Group Plan, Whole Body Listening, Thinking with your Eyes* and *Thoughts and Feelings.*
- ➢ **Daniel Morcombe Child Safety Curriculum:** The Daniel Morcombe Child Safety Curriculum was implemented as a whole school imitative in 2020. This included providing training to staff via a staff meeting with the guidance counsellor, and informing parents about the program contact via the Parent Portal and school newsletter. The program teaches children about personal safety and awareness, including cybersafety and phone safety. The three key safety messages of *Recognise, React* and *Report* are taught in the program.
- ➢ **Bravehearts Ditto Show:** At St Agnes School, we book the Bravehearts' Ditto Keep Safe Adventure Show on alternative years for students in P-2. The show teaches personal safety in child friendly language.
- ➢ **Child Safety Week:** We acknowledge Queensland Child Safety week yearly and alert our parent community to the events and resources available via the school newsletter. All students participate in Australia's Biggest Child Safety Lesson during that week in their classrooms, with key safety messages being reinforced.
- ➢ **National Day of Action Against Bullying and Violence:** St Agnes Primary School acknowledge the day in March. Students are invited to wear a touch of orange to acknowledge the day with key lessons around bullying taught in classrooms during the week.

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.

Teacher's who have concerns about a student are requested to make a request for support on ENGAGE. The student support team which consists of the principal, Support Teacher Inclusive Education and Guidance Counsellor meet weekly to discuss ENGAGE referrals to prioritise students for Targeted or Personalised support. Some meeting actions may include setting up a teacher meeting, parent meeting, Guidance Counsellor support and/or other supports.

The PB4L Committee meet regularly to analyse universal school data, analyse trends and develop suitable responses. In addition to this, the student support team have weekly meetings.

References

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

- **Appendix A - Behaviour Definitions**
- **Minor Behaviours**

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay, physical contact in a lunch time game
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", refusing to complete work, continual calling out
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class, distracting others from completing tasks, moving around the room, not transitioning correctly
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport Wrong shoes
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, off task on iPad,
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Student arrives late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student. Late back to class after a toilet break or lunch break.
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	At St Agnes – student is behind water tank, behind sports shed, student is playing in toilets
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it" "That's not how it happened"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune, "put downs"
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, not using learning time appropriately

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, pushing, punching, hitting with an object, kicking, pulling hair, scratching, tripping,
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as prank calling, sending insulting text messages, publishing someone's private information with malicious intent, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, 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	Throwing a computer, graffiti of school buildings, arson

	Descriptor	Definition	Example
		destruction or disfigurement of property	
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
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	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, 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