

ST VINCENT'S CATHOLIC PRIMARY SCHOOL'S SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

The St Vincent's, School Student Behaviour Support Plan aims to establish the framework and principles for a supportive Catholic school environment. Consistent strategies and practices are planned and implemented for promoting positive behaviours so that effective learning and teaching occur. At St Vincent's there is a diverse range of personal, social, cultural, family, and religious influences that can impact on the relational and behavioural responses of students at any given point in time. Considering these influences, we seek to develop, throughout the school community, right behaviours and respectful relationships that are infused with our Mercy Qualities and the gospel values.

St Vincent's - The Mercy Way

Our Catholic parish school community at Clear Island Waters honors its founding influences, St Vincent de Paul, the Sisters of Mercy, the Venerable Catherine McAuley, St Mary of the Cross MacKillop, and Father Neal Shannon. Our shared belief in Jesus Christ inspires our vision to make a lasting and positive difference to all.

St Vincent's School acknowledges the traditional owners and custodians of the Yugambeh Language Region; the land on which we work and learn, paying respect to their Elders: past, present, and emerging. The school values our shared stories and well-resourced learning environment, as a safe place in which to learn and develop. We are enriched by the contribution of our past and present school community. We strive to share our gifts and talents and reach out to others.

Enriching Life
In the spirit of our Catholic community we value partnerships and quality relationships. We support one another and embrace opportunities for growth.

We:

- Work collaboratively towards genuine reconciliation with the wider Australian community and Aboriginal and Torres Strait Islander peoples
- Value each member of our community, foster inclusiveness and respect individuality
- Prioritise the safety and wellbeing of all students

We enact this sacred stewardship

Excellence in Education
In the spirit of contemporary education, in partnership with parents, we focus on excellent learning and teaching, individual growth and a recontextualised Catholic education. We engage the whole person in quality life-long, life-giving learning.

We:

- Nurture successful and active learners
- Plan, teach, monitor and assess learning for every student, in every classroom, every day
- Commit to being diverse and effective educators

We strive for excellence

Catholic Spirit Alive
In the spirit of the Gospel, we engage collaboratively with our parish and wider community in the ministry of the Catholic Church.

We:

- Live Mercy, God's compassion in action
- Always act with integrity, in the best interests of our students
- Develop our Catholic culture and an understanding of the teachings of Jesus

We embrace our Catholic identity in a safe and supportive environment

Future Leaders
In the spirit of global citizenship, we live as responsible and active citizens guided by our Catholic ethos.

We:

- Prepare students to be life-long learners
- Recognise and respect equal rights of all people
- Nurture innovative and collaborative problem solvers, who contribute positively in a changing world

We guide the leaders of the future

St Vincent's
MISERICORDIA - MERCY

Proud & True

Our School Context

St Vincent's Catholic Primary School is a Prep to Year Six school, with 782 students currently enrolled. Located on the Gold Coast, we have an active Family and Community Engagement (FACE) Network who work with school staff to build a strong community. Our dedicated staff includes: 52 teaching staff (including classroom teachers, specialist teachers, support teachers, members of the leadership team, a Guidance Counsellor and a part time Pastoral Care Chaplin); 20 school officers (including classroom school officers, Sunshine Space School Officer, office staff, ancillary staff in the tuckshop, uniform shop and grounds person).

Consultation and Review Process

St Vincent's Catholic Primary School developed this plan in consultation with our school community. Consultation occurred through staff meetings, FACE meetings, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The plan was endorsed by the Principal, and a detailed review will occur in 2027, with a high-level check already performed in March 2026.

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.

Effective learning and teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. As members of St Vincent's school community, we believe:

- a) Our School Covenant and the Mercy Qualities are at the centre of our beliefs about learning and behaviour. Our classrooms must be warm, disciplined, safe, and supportive environments where students and teachers develop quality relationships.
- b) Students should be actively engaged in the learning opportunities provided for them by their teachers, do their best to learn within a supportive environment, be able to manage their own learning and behaviour and take responsibility for their actions.
- c) Students and staff, supported by parents, have a shared responsibility to promote and develop positive student behaviour and self-regulated, self-directed learners. Research and literature in positive behaviour supports articulate the need for varying tiered levels of support, as outlined in the next section.
- d) It is important to promote restorative practices by being compassionate, fair, and firm.
- e) There is a responsibility to communicate clear, succinct, and consistent boundaries and consequences. Recognition and encouragement should be given to those students who demonstrate effort and achieve in their learning

and in managing their own behaviour. Behavioural science and neuroscience have taught us that recognition and encouragement are key pillars in behaviour regulation.

- f) Student behaviour is linked to engaging, high quality learning experiences that develop social and emotional competencies.

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.

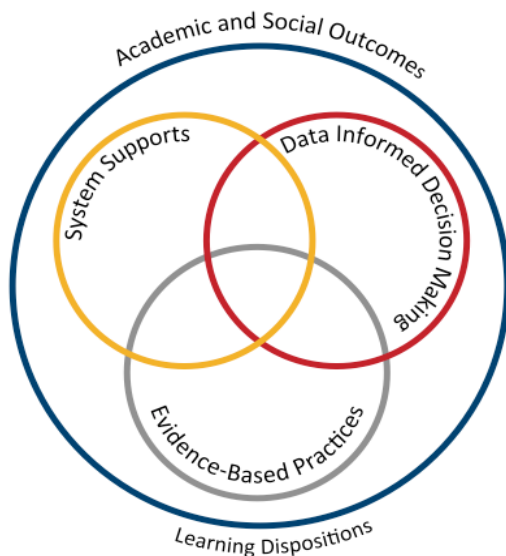


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

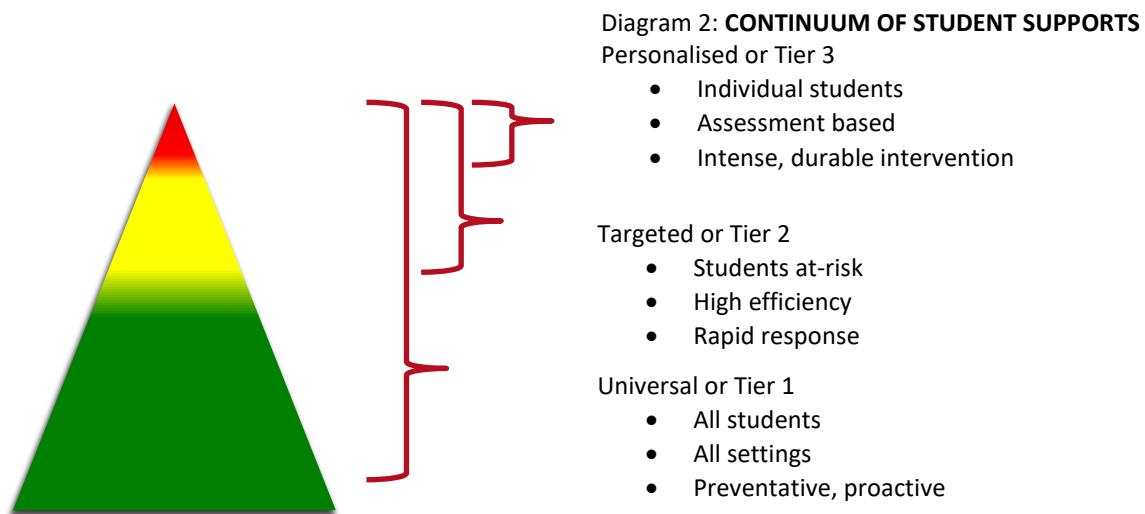
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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



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

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

At St Vincent’s Catholic Primary School, the Student Behaviour Support leadership structure is made up of a set of teams. PB4L teams across our school include, the universal support team, known as the PB4L Party (i.e., our team of teachers), the school Leadership Team (Principal, APA, APLT and APRE), the School Officer Team

and the Concern for a Learner Team (i.e., a targeted support team consisting of the Support Teacher – Inclusive Education, Guidance Counsellor, Leadership Team Members and Learning Enhancement Teachers). All of these teams meet with varying frequency (i.e., The PB4L Party meets twice each Term) and each team has differing roles and responsibilities of team members.

Analysis of Engage Student Support System data falls within the realm of the Leadership Team and the Concern for a Learner Team.

Professional learning opportunities in PB4L that staff have engaged with to build capacity in the implementation of PB4L includes:

- Teacher PL during Pupil Free Days and Termly Staff Meetings, facilitated by the Principal.
- School Officer (SO) PL sessions facilitated by the Principal

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:

- **C**are for yourself.
- **A**ct with compassion and respect.
- Be **R**esponsible.
- Care for the **E**nvironment.

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

St Vincent's **CARE** Behaviour Matrix (see Appendix B) identifies, encourages and celebrates CARE for God's Community in all areas of school life – **"Together we CARE for God's Community"**.

To support this approach and to develop consistent practices across the school uses a behaviour matrix constructed around four beliefs and seven contexts.

This whole school matrix covers a range of behaviours and contexts from Prep to Year Six. Teachers are expected to develop, in collaboration with their students, a class specific set of behavioural expectations that align with the school's matrix. This is particularly relevant to the Early Years.

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:

- Beginning of school year orientation sessions with classroom teachers and their students.
- Ready, Set, Go Assemblies via TEAMS each Monday throughout the year followed by explicit teaching in class.
- New student orientation when needed.
- Student leaders support younger peers (i.e., Buddies).

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:

| | |
|---|---|
| School practices that encourage expected behaviours | Classroom practices that encourage expected behaviours |
| Mercy Qualities Awards @ Assembly | Class explicit teaching of the Weekly Behaviour Focus |
| Ta Da ticket in weekly draw | Variety of class systems for individual and whole class rewards |

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 interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- 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

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 |
|---|--|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Teacher – student conversation • Work it out together plan – teacher and student • Teacher – student – parent meeting • Teacher – student – leadership conversation | <ul style="list-style-type: none"> • 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 staff:

- Focussing on controlling their body language, voice, and proximity before engaging a student.
- Remaining calm.
- Keeping non-verbal cues non-threatening and non-challenging.
- Getting down on the child’s level can avoid the child feeling as if the teacher is looming over them.
- Ensuring that their body posture should remain comfortable and relaxed.

- Making sure that gestures such as crossing arms and pointing fingers should be avoided for the most part.
- Ensuring that movements are kept slow, deliberate, and non-confrontational.
- Standing off to the side of the student and at an angle to avoid standing “toe-to-toe” with the student and give eye contact without demanding it in return (as that can be interpreted as a challenge). This strategy will also increase the safety of the teacher by ensuring they will be able to avoid the student if they become physical.
- Needing to respect the student’s personal space. This will preserve the child’s comfort and the teacher’s safety. The specific distance will depend on the child and needs to be far enough away to remain out of reach of the child, but close enough to engage them.
- Ensuring that physical contact is avoided with an escalated child.
- Being aware that tone, volume, rate, and intonation of the voice can all convey different messages.
- Controlling their voice, remaining calm, firm, and confident and ensuring that their rate of speech remains slow to ensure the child understands what is being said and to convey calm and patience.
- Remaining calm and direct students towards acceptable ways of expressing their anger when a student does become physically aggressive.
- Telling the student what they can do by offering alternatives (e.g., throwing objects can be acceptable if students are not destroying property or endangering others. Objects such as stress balls or crash pads are safe alternatives for expelling energy).
- Allowing a student to “stomp/yell it out” as this can be effective.
- setting limits for the student as he/she expresses their anger.
- Using silence where possible to allow the student to work through their emotions and prevent the student from tuning out other’s voices.
- Use active listening techniques such as validating feelings and clarifying what the student is saying.
- Negotiating/determining a spot for the student to sit once they are calm and ready to have a conversation.
- Thanking and praise them for calming themselves down once the student has de-escalated. (At this point another minute of silence can be useful to ensure that the student is truly calm and ready to talk).

When a child is exhibiting acute physical behaviour that is likely to result in physical injury, staff should:

- Consider the use of physical restraint necessary to safely de-escalate the child. (Increasingly restraint is commonly being accepted as a last resort and only used to contain physical behaviour when the child or others are in imminent risk of physical harm).

- Be innately aware that **only trained professionals may attempt to restrain students** and every step is forecasted and communicated to the student as it happens.
- Understand clearly that the focus of physical restraint should be to prevent injury while preserving the dignity of the child as much as possible.
- De-escalate students early in the stages of aggression, and in turn, look to prevent high intensity behaviours.

West, 2009; Picone, 2009; Freeman & Sugai, 2013; LaFond, 2007, Dufresne, 2003.

The infographic is titled "Positive Behaviour 4 Learning: The Mercy Way..." and features the St. Vincent's logo with the motto "MISERICORDIA - MERCY". It outlines a "School Wide Behaviour Support System and Decision Making Processes".

Universals

1. Remind
2. Teach or model behaviours
3. Redirect to task
4. Supportive Strategies
5. Assist

Processes to support...

1. **..Unproductive behaviour**
Remind, Check in, Quiet time, Redirect, Positive Feedback.
2. **..Major unproductive behaviour or repetitive minor unproductive behaviour**
Restate the expectations, Reflect, Respond and Monitor.
3. **..Continuing concerns for unproductive behaviour**
Parent Meeting, Request for Support, Restorative Process.

Additional text on the infographic includes:

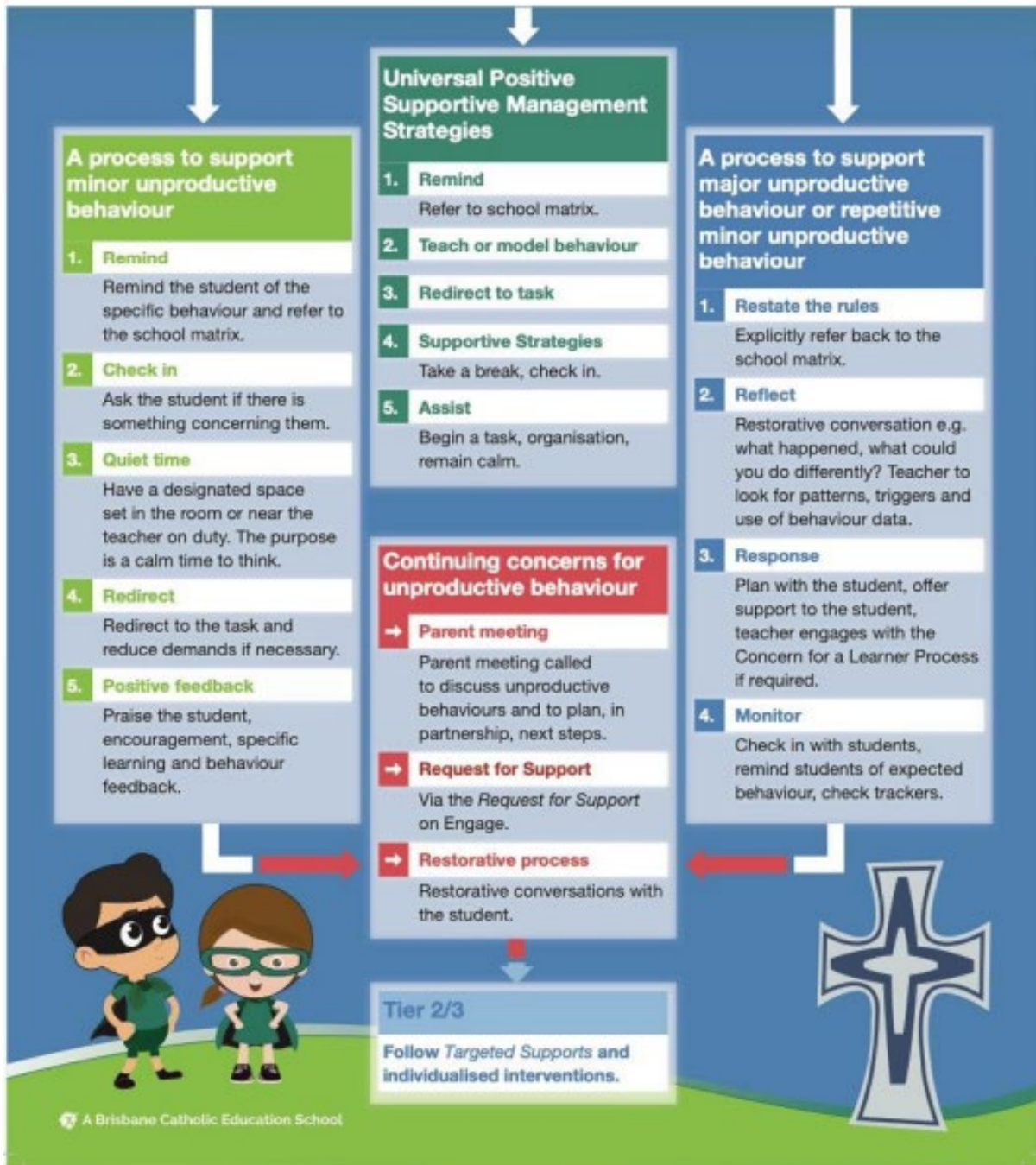
- ✓ We Teach
- ✓ We Practise
- ✓ We integrate Personal and Social Capabilities from the Australian Curriculum into other Learning Areas

The infographic is decorated with illustrations of four children in superhero costumes.



As a Positive Behaviour 4 Learning School

- We ensure that expectations have been taught and practised.
- We integrate the Personal and Social Capabilities from the Australian Curriculum across all learning areas and the school wide explicit teaching of behaviour.
- We reinforce expected behaviours and Mercy Qualities.
- We provide a positive and supportive environment.



5. BCE Formal Sanctions

Suspension process

- This can occur when a student's unproductive behaviour becomes persistent non-compliance, disobedience, insolence, disruption; or when a student engages in verbal harassment or abuse; or the student commits a serious breach of the school Student Behaviour Support Plan; or the student seriously breaks the school rules.
- The Principal (or Assistant Principal in the absence of the Principal) nominates a suspension.
- A member of the Leadership Team (Principal, APA, APLT or APRE) will complete the Suspension record in the Engage Student Support System.
- A member of the Leadership Team (Principal, APA, APLT or APRE) will notify parents/caregivers inclusive of the official Suspension letter and a direct phone call.
- A member of the Leadership Team (Principal, APA, APLT or APRE) will facilitate the Re-entry process after a suspension has occurred.

Exclusion

- This would be considered as a last resort and would only be considered if the school had already made efforts to identify and address the cause of the behaviour. The school would have already documented the range of intervention strategies or supports that have already been tried.
- The Principal, Senior Leader – School Progress and Performance and the Head of School Progress and Performance would be involved in the decision making.
- The stages of this process will include:
 - Principal to consult with Senior Leader – School Progress and Performance.
 - Principal to brief the Parish Priest.
 - Principal to place the student on suspension for a maximum period of ten (10) school days pending the outcome of the decision-making process.
 - Principal to notify the student and the parents/caregivers that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing seven (7) school days for the student/parents/caregivers to respond.
 - Principal to provide the parents/caregivers, or student (if the student is living independently) with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses). The Principal must remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude. This consideration will be unique in each case and guidance is to be

sought from the Senior Leader - School Progress and Performance or BCE Legal Counsel.

- Principal to request a meeting with the student’s parent or caregiver to outline the process and the reasons for the recommendation.
- Principal to provide the parents/caregivers with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present.
- Principal to consider any response from the student and their family before formulating a recommendation to exclude to the Learning Services Executive.
- Principal to forward the recommendation to the Head of School Progress and Performance via the Senior Leader - School Progress and Performance, detailing the reasons, the action taken to moderate the students’ behaviour (where appropriate), a copy of all required documentation and any response from the student and/or family.
- The Senior Leader – School Progress and Performance then forwards the recommendation to the Learning Services Executive after consulting with the Principal and meeting with the parent/caregiver (if required).
- The Learning Services Executive will then consider the recommendation, provide an opportunity to meet with the student and the student’s parents/caregivers and then make a decision.
- A decision for an exclusion will be made as soon as practicable following the submission reaching the Learning Services Executive. This process may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

Appeals Process

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

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

At St Vincent's we believe that all members of our school community have an equal right to feel safe and secure at school.

Bullying is a repeated behaviour; that may be physical, verbal and/or psychological; where there is intent to cause fear, distress, or harm to another; that is conducted by a more powerful individual or group of individuals against a less powerful individual or group of individuals who are unable to stop this from happening.

Cyber bullying is when a student or group of students intentionally harm a person over time using information and communication technology (ICT), such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages towards a person or people who cannot stop this bullying from continuing.

Examples of bullying:

| | DIRECT | INDIRECT |
|------------|---|---|
| Physical | Hitting, slapping, punching Kicking, pushing, spitting, biting, pinching, scratching Throwing things Humiliating e.g., 'dacking' | Getting another person to harm someone |
| Verbal | Mean and hurtful name-calling Threats Persistent, hurtful teasing Lying about someone Demanding money or possessions Forcing another to harm someone or commit offences such as stealing | Spreading nasty rumours Trying to get other students to not like another student |
| Non-Verbal | Threatening or obscene gestures Intimidation | Deliberately excluding from a group or activity Removing or hiding and/or damaging other child's belongings Watching someone engaging in bullying and not trying to stop it |
| Cyber | Filming someone without their knowledge or permission Accessing someone else's social networking | Getting someone else to send a message for you Watching someone engaging in cyberbullying and not trying to stop it |

(Edith Cowan University, 2013)

A **Bystander** is a person who witnesses a bullying incident as an onlooker. At St Vincent's, we teach that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be part of the bullying cycle.

Guidelines:

St Vincent's aims to eliminate bullying through whole school community involvement, awareness, and education.

We commit to:

- Building an inclusive, trusting environment in our school and classrooms where quality relationships develop and thrive.
- Assisting the person using bullying to change behaviour through education and restorative processes.
- Empowering bystanders through education and restorative processes to take appropriate steps when encountering bullying.
- Empowering victims of bullying to seek help to deal with the situation and develop strategies to stop any bullying behaviour.
- Providing opportunities for restorative processes to repair relationships.
- Providing a clear set of procedures as a guide for staff, students, and parents to manage bullying situations.

The school expects staff members to commit to:

- Teaching the Friendly Schools Plus programme and Daniel Morcombe Safety Programme/curriculum to all students.
- Conducting regular 'circle time' and other Restorative Practices to resolve conflict between students.
- Acting as role models in words and actions at all times.
- Being proactive in eliminating bullying.
- Dealing with bullying as set out in school's procedures.
- Supporting both the person who is victim and the person who is bullying, according to their individual needs.

The school expects students to commit to:

- Reporting incidents of bullying to a staff member as soon as possible after the incident.
- Choosing not to be involved in any bullying behaviour. We are a Friendly School.
- Supporting the victim in a bullying situation.

The school expects parents and caregivers to commit to:

- Being role models in words and actions at all times.
- Encouraging their child to report bullying to a staff member.
- Speaking to the class teacher if you suspect bullying is occurring.
- Working with the school to address/modify bullying issues in accordance with school procedures.

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

At St Vincent's, we provide an educative process regarding bullying for all stakeholders - parents, staff, and students. This will be achieved via professional development, Ready, Set, Go Assemblies, newsletters, classroom lessons, etc.

We enhance social and emotional understandings and competencies using a whole school approach – Friendly Schools Plus.

We encourage students, parents, and staff to report instances of bullying behaviour to the appropriate staff member.

We investigate all reported incidents of bullying for the purpose of clarification and to follow up with support and intervention if necessary.

We record incidents of confirmed bullying behaviour in the Engage data base.

2. Teaching about Bullying and Harassment

At St Vincent's our staff plan, teach and assess using the approved curriculum (ACARA-including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

We also use:

- The Daniel Morcombe Safety Programme/curriculum to teach Protective Behaviours.
- The Friendly Schools Plus Programme, which enhances social and emotional understanding and competencies, teaches resilience, and positive behaviours, is taught from Prep to Year Six. Supportive bystander behaviours are taught through Friendly Schools Plus, with a focus on safety and responsibility when reporting incidents of bullying.

There is a school-wide emphasis on developing positive relationships and the following action plan for students is developed through Friendly Schools Plus:

- STOP – Is what is happening bullying?
- FEEL – How am I feeling about what is happening?
- THINK – Do I need to do something about this? Do I need to ask for help?
- DECIDE – What choices do I have and what might the consequences of these choices be?
- PLAN – Work out the safest, most efficient way to proceed.
- DO – Carry out the plan safely.

3. Responding to Bullying and Harassment

At St Vincent's our staff plan, teach and assess using the approved curriculum (ACARA-including the personal and social capabilities and the BCE Religious

Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

We also use:

- The Daniel Morcombe Safety Programme/curriculum to teach Protective Behaviours.
- The Friendly Schools Plus Programme, which enhances social and emotional understanding and competencies, teaches resilience, and positive behaviours, is taught from Prep to Year Six. Supportive bystander behaviours are taught through Friendly Schools Plus, with a focus on safety and responsibility when reporting incidents of bullying.

There is a school-wide emphasis on developing positive relationships and the following action plan for students is developed through Friendly Schools Plus:

- **STOP** – Is what is happening bullying?
- **FEEL** – How am I feeling about what is happening?
- **THINK** – Do I need to do something about this? Do I need to ask for help?
- **DECIDE** – What choices do I have and what might the consequences of these choices be?
- **PLAN** – Work out the safest, most efficient way to proceed.
- **DO** – Carry out the plan safely.

3. Responding to Bullying and Harassment

Investigating Potential Bullying

When an investigation about bullying is required, the following procedures will be followed:

Initial Incident

St Vincent's school adopts a restorative approach and process in the first instance. Those involved will be interviewed by a member of the School Leadership Team or the classroom teacher and made aware of the suspected bullying and the school's anti-bullying position.

The classroom teacher or member of the School Leadership Team will conduct restorative sessions with those involved.

The incident, if deemed not to be bullying, will be tracked according to the behaviour support plan.

Further Incidents

If further bullying is reported, leadership team members may choose to use the following methods with the children involved:

- Mediation through Restorative processes.
- Individual counselling.
- Method of shared concern.

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on the Engage Student Support System.

Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. Members of the School Leadership Team, classroom and /or specialist teachers, Guidance Counsellor and /or Support Teacher – Special Needs may be involved in formulating this action plan.

Support for the target and perpetrator

We support the target in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration.
- Informing the child's parents.
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child.
- Offering continuing support when they feel they need it and encouraging immediate reporting of incidents.
- Taking necessary actions to prevent more bullying.

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying.
- Informing the child's parents.
- Continuing to monitor the child's behaviour and offering appropriate support.
- Working out a behaviour plan or playground plan for some students, to keep everyone safe that may include removal from the playground or classroom.
- Running programs that help students display appropriate behaviour (class, small group or individual).
- Having special meetings (with an emphasis on restoring relationships to work things out with the involved students).
- Having students complete classroom tasks about bullying in school subjects.
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour (see Behaviour Matrix, St Vincent's Behaviour Policy) including detention, suspension or making recommendation for exclusion to students who bully others.

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

In summary, the St Vincent's school team process is:

- **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 St Vincent's we plan for and execute a safe, supportive, and inclusive school to prevent bullying and harassment through:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Regular PB4L focus areas regarding what bullying is and how we deal with it is an example of this.
2. Staff communication and professional learning: Staff are 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. Weekly PB4L focus areas are articulated in the weekly staff briefing known as 'In The Loop', PB4L Professional Learning Staff Meetings are evident in the St Vincent's Professional Learning Plan.

3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Parent, student, and staff sessions are provided annually and on a need's basis by Brett Lee through 'Internet Safe Education'.
4. New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through the Induction of new staff processes.
5. Communication with parents: Our school provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Examples of these communication methods include the QPS Think You Know Program, Newsletter articles, Facebook, and Instagram Posts with a range of topics from Cybersafety issues to 'What to do if your child is being bullied' articles in the St Vincent's newsletter.
6. St Vincent's explicitly teaches and promotes the social and emotional competencies among students by:
 - a. Guidance Counsellor co-teaching and facilitating the delivery of the Zones of Regulation with students across the school.
 - b. The Guidance Counsellor also provides additional whole class and small group lessons which can be linked to the Australian Curriculum (i.e., Personal and Social Capabilities). Focus areas are:
 - i. Social Thinking and social skill development.
 - ii. Emotion regulation.
 - iii. Anxiety and Relaxation.
 - iv. Growth Mindset.
 - v. Learning Behaviours and Resilience.
 - c. Setting a weekly PB4L Focus at Ready, Set, Go Assemblies each Monday morning and teachers then explicitly teach this focus within the context of their individual classrooms.
7. Whole school programs to prevent and address bullying at St Vincent's include:
 - a. [Daniel Morcombe Safety Programme](#)
 - b. [Bullying NoWay!](#)
 - c. [Friendly Schools Plus Programme](#)
 - d. Content for newsletters from Justin Coulson's: [Happy Families](#)
 - e. [SchoolTV](#)
 - f. [SEARCH Framework – Positive Psychology](#)

Key contacts for students and parents to report bullying

Principal: Peter Griffin - 0755721688

Assistant Principal: Administration – Yolanta Hamilton – 0755721688

Assistant Principal: Learning and Teaching – Amy Sherburd – 0755721688

Assistant Principal: Religious Education – Gina Kelly – 0755721688

Cyberbullying

Cyberbullying is treated at St Vincent’s Catholic 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.

Cyber bullying is when a student or group of students intentionally harm a person over time using information and communication technology (ICT), such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages towards a person or people who cannot stop this bullying from continuing.

At St Vincent’s Catholic Primary School, we respond to incidents of cyber bullying and harassment in exactly the same way using the same process as outlined in **Section 3 Responding to Bullying and Harassment** on pages 18 – 20 of this School Student Behaviour Support Plan.

Resources

The following are links to the independent research-based evaluation conducted to inform the schools selection of any program:

- [Daniel Morcombe Safety Programme](#)
- [Bullying NoWay!](#)
- [Friendly Schools Plus Programme](#)
- Content for newsletters from Justin Coulson’s: [Happy Families](#)
- [Be You Programs Directory](#)
- [STEPS](#)
- [SchoolTV](#)
- [SEARCH Framework – Positive Psychology](#)

The [Australian Curriculum !\[\]\(b18c17fc657b587c69a5722b7427ea01_img.jpg\)](#) provides the framework for St Vincent’s anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues are 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

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.

St Vincent's Catholic Primary School uses behavioural data together with other data sources to make data informed decisions about student supports. This includes Party (aka Committee) meetings (consisting of teachers and leadership) twice a term to analyse universal school data and feedback to staff meetings. There are also targeted and personalised teams (including STIEs, Learning Enhancement Teachers, GCs & leadership) that meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

| | Descriptor | Definition | Example |
|-----------|-------------------------------|--|---|
| 1 | Inappropriate verbal language | Student engages in low intensity instance of inappropriate language | Calling someone an "idiot", swearing if they kick their toe |
| 2 | Physical contact | Student engages in non-serious, but inappropriate contact | Pushing in the tuckshop line, horseplay |
| 3 | Disrespect/non-compliance | Student engages in brief or low intensity failure to respond to reasonable adult requests | Saying "No", "Not going to do it", "I don't want to do that" |
| 4 | Disruption | Student engages in low intensity, but inappropriate disruption | Calling out, talking to a peers in class |
| 5 | Uniform violation – Minor | Students wears clothing that is near but not within the school's dress code | Wrong socks, wrong shorts for sport |
| 6 | Technology Violation - Minor | Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer | Making a mobile phone call in breach of school's policy |
| 7 | Property misuse | Student engages in low intensity misuse of property | Using equipment contrary to its design or purpose |
| 8 | Late | Students arrive late to class | Tardy or late to class not late to school as this is often beyond the control of a primary school student |
| 9 | Out of Bounds | Student is in an area within the school grounds that has been designated "off limits" at that particular time | |
| 10 | Lying/Cheating | Student engages in "White Lies" | "I came first", "It wasn't me!", "I didn't do it" |
| 11 | Teasing | Isolated inappropriate comments (ongoing teasing would fit under Bullying) | Laughing at someone's misfortune |
| 12 | Sexual Behaviour | Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation. | Green light behaviours |
| 13 | Incomplete tasks | Student has failed to complete a set piece of work in a clearly specified time frame | Has difficulty starting learning task, continuing on task or completing learning tasks |

Major Behaviours

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

| | Descriptor | Definition | Example |
|-----------|---------------------------|---|---|
| | | | materials; and/or sustained out-of-seat behaviour |
| 6 | Dress Code Violation | Student wears clothing that does not fit within the dress code of the school | "Gang" undershirts, offensive T-shirts, steel capped shoes. |
| 7 | Vandalism/Property Damage | Student participates in an activity that results in substantial destruction or disfigurement of property | Throwing a computer, graffiti of school buildings, arson |
| 8 | Truancy | Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory | Students leaves class/school without permission or stays out of class/school without permission |
| 9 | Theft | Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it | Stealing school or personal property |
| 10 | Forgery/Plagiarism | Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source. | Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document. |
| 11 | Technology Violation | Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer | Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images) |
| 12 | Vaping/Cigarettes | Student is in possession of or is using a vape/cigarette | Vapes, cigarettes |
| 13 | Drug-use or Possession | Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions | Cannabis, alcohol, prescription or other chemical drugs, drug related equipment |
| 14 | Weapons Use or possession | A weapon is any object, device or instrument designed as a | Knife, toy gun, gun |

| | Descriptor | Definition | Example |
|-----------|-----------------------------------|---|---|
| | | weapon that through its use is capable of causing bodily harm | |
| 15 | 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 |
| 16 | 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. |
| 17 | Concerning Sexual Behaviour | Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading | Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |
| 18 | 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 |
| 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 - Behaviour Matrix



St. Vincent's CARE Matrix identifies, encourages and celebrates our CARE for God's Community in all areas of school life.

| | Whole School & Learning Environments | Playgrounds/ Undercover Area | Toilets | Entering/Leaving School Transition/Lining up | Tuckshop & Eating | Excursions/ Off-School Premises | Electronic Devices & Online |
|---|---|---|---|---|--|---|--|
| C Care for yourself | Follow directions promptly Walk on concrete areas Wear school uniform with pride Keep hands and feet to self | Be sun safe Use equipment safely Ask for help when needed | Use toilets correctly Return promptly to class | Walk and travel safely Sit in the correct area in the pick-up zone Walk to your car or pick up point when your name is called Arrive after 8am when teachers are on duty | Wash hands before eating Sit to eat Use your own drink bottle | Behave appropriately on the bus Stay with the group Take a buddy to the bathroom Show pride in yourself and our school | Keep password and personal information to yourself Be cyber-safe |
| A Act with compassion and respect | Listen to others and use kind words Take turns Stay calm | Invite others to join in Share spaces and equipment Consider others' feelings | Allow others privacy | Walk quietly and responsibly around buildings and on paths Follow the teacher's directions | Wait for your turn Use manners with the tuckshop staff | Use polite language Be respectful of other people's property Show respect and courtesy to members of the community | Respect the privacy of others online Treat others with respect online |
| B Be Responsible | Be responsible for own behaviour On time and ready to learn Participate to progress Be responsible for your belongings | Follow rules of the game Play in the correct area Speak to duty teachers about concerns | Show good hygiene practices GO, FLUSH, WASH, LEAVE Go to the toilet at break times or ask your teacher during class | Move off the oval when the teacher blows the whistle Line up in the designated spot as soon as the bell rings | Eat all your lunch so you can think and play | Listen and participate Follow teacher directions | Use school devices for schoolwork only during the day Manage your online time Follow the school Student Device and Internet Policy |
| C Care for the E Environment | Care for your learning space Care for school property, equipment, and furniture | Look after equipment | Be water wise Use the toilet and cubical appropriately No food or drinks in toilets | Keep to the pathways when arriving and leaving school | Put rubbish in the bins Close your lunch box and put in the correct place | Use equipment safely Leave where you've been looking the same as when you arrived | Communicate appropriately on electronic devices Report inappropriate use Look after equipment |

Appendix C

St Vincent's school response process (Adapted from BullyingNoWay!)

St Vincent's staff are aware of the procedures to follow when responding to incidents of student bullying, and that these are regularly reviewed and updated if necessary.

St Vincent's uses the response to bullying/harassment as a learning opportunity for everyone involved. Our school's intervention is based on the understanding that children and young people are learning how to be a member of the school and wider community.

The steps below provide a general guide and are provided to illustrate the key steps in positive responses.

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Collect additional information.
3. Discuss a plan of action with the student.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the bullying occurs again.
6. Set a date for follow up review/s.
7. Record the incident in the Engage Student Support System
8. Contact appropriate school personnel (may include the school Guidance Counsellor)
9. Contact the family/guardian informing them of the incident and your course of action.
10. Make sure to follow up with the student over the next several weeks and months.

St Vincent's response process when a parent reports student bullying to the school.

A similar series of steps applies if a parent contacts St Vincent's school to report bullying. St Vincent's Primary School ensures printed information (in particular, the school Student Behaviour Support Plan) is available at any meetings with parents if appropriate.

The steps to follow are:

1. If they have not already done so, ask the parents to talk with the year/class teacher in the first instance.

2. If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with a member of the school leadership/pastoral staff and any relevant teaching staff.
3. At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
4. Listen carefully and document the account.
5. Refer to your school Student Behaviour Support plan to discuss the definition of bullying, expectations of students and staff, responsibilities and implications.
6. Inform the parents what you intend to do regarding their concerns.
7. Let the parent know the name and contact details of the responsible officer for further contact.
8. Provide suggestions and information about what parents can do to support their child in the short term.
9. Set a date for a follow up review and conclude the meeting.
10. Record the incident/student contact in the Engage Student Support System.
11. Collect additional information from students and other personnel as appropriate.
12. Contact appropriate school personnel. personnel (may include the school Guidance Counsellor).
13. After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents.
14. Agree on a contact person for parents while the action plan is implemented.
15. Follow up with parents and students at a designated time in the following weeks or months

St Vincent's Cyber safety school response process

The online world is now a part of our education and entertainment environment, but it needs to be a safe and secure place for our students. Staff at St Vincent's assist by promoting discussions about the importance of online behaviours and protecting a student's digital footprint and by reporting cyberbullying and getting inappropriate material removed.

The Australian Government established the office of the [eSafety Commissioner](#) to provide assistance and resources, including a facility to report cyberbullying and to get cyberbullying material removed from any communications service.

The steps below provide a general guide for a response process for incidents of reported cyberbullying at St Vincent's:

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Ensure that the student is safe.

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

| | | |
|-------------------------|------------------------|------------------------------|
| Approver: Peter Griffin | Issue date: 09/03/2026 | Next review date: 09/03/2027 |
|-------------------------|------------------------|------------------------------|