

St Thomas More School Sunshine Beach

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN



School Mission and Vision -

Vision

We are a faith filled learning community, called to witness the good news of Jesus Christ as we strive to create a better world.

Mission

Inspired by our Catholic story, we are an inclusive and welcoming learning community, educating and empowering young people in a spirit of truth and love as confident, active and informed lifelong learners who celebrate and live their faith.

Values

The example of St Thomas More and St Marcellin Champagnat enable the vision, mission and values of our school community.

As people of **Compassion**, we ensure dignity and justice in all relationships and nurture family spirit.

As people of **Wisdom**, we celebrate a love of work, allowing the spirit to inspire our minds so that we flourish with passion and creativity.

As people of **Integrity**, we are present to each other and authentic in our words and actions.

As people of **Hope**, we are inspired by the example of Mary, to celebrate our Catholic story and live our faith through action

Our School Context

St Thomas More School is a co-educational Prep–Year 6 Catholic school with an enrolment of 550 students, located on the traditional lands of the Gubbi Gubbi people at Sunshine Beach. The school is well regarded in the local community, with families drawn to the school's commitment to high quality learning and teaching within an inclusive Catholic school that honours the unique needs of every child.

St Thomas More's distinctive Marist character shapes a holistic approach to education and a commitment to forming young people who witness to the love of God through the five Marist pillars - Presence, Simplicity, Family Spirit, Love of Work, and the Way of Mary. These values are lived daily in classrooms, playgrounds, and staffrooms. St Marcellin's call to "love them and love them all equally" continues to guide the school's approach to nurturing young hearts and minds.

St Thomas More School is committed to creating a safe, respectful, and faith-filled environment where Gospel values are lived daily. The school promotes a strong sense of belonging, justice, and family spirit, supporting students to develop the social, emotional, and behavioural skills needed to flourish as learners and as people. Since 2016, staff have engaged in PB4L professional learning across Tier 1 and Tier 2 supports. This ongoing commitment strengthens the school's capacity to implement proactive, consistent, and

evidence-informed behaviour practices that enhance student wellbeing and contribute to a positive, predictable learning environment for all.

Consultation and Review Process

The Student Support team are responsible for overseeing and prioritising students to access these supports. Staff have engaged with professional learning for the PB4L Universal Tier 1, Tier 2 and Tier 3 supports and a Universal Supports team of teachers from across the year levels has been established. In 2022 staff worked together to reframe our PB4L ways of working, sharpen our practice through professional development and sharing of best practice. Our Year level teams work together to establish and maintain year level expectations, ensuring our student feeling a sense of belonging and connectedness. These refreshed documents continue to be reviewed annually and are then shared with the wider school community.

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.

Catholic Identity - At St Thomas More we believe student behaviour support practice should reflect gospel values, whereby all members of the school community foster the dignity, integrity and self-esteem of each person.

Leadership - We believe that every staff member at St Thomas More plays a vital leadership role in modelling, supporting and maintaining productive behaviours.

Clarity - At St Thomas More we strive to be clear and explicit around our expected behaviours through the use of the STM Behaviour Matrix

Teaching Expected Behaviours - At St Thomas More we are committed to intentionally teaching students so that they are "knowing, showing and growing" in expected behaviours to support their development in the Personal and Social Capabilities

Feedback - By providing timely and supportive feedback, students experience success and are more likely to use productive behaviours to meet their needs.

Responding to unproductive behaviours - Responding to unproductive behaviours is an opportunity to problem solve with students so that we can support them to learn from their mistakes and move them towards productive behaviour.

Data Informed Decision making - We believe that decisions must be informed by data to choose intervention and supports to help change student behaviour.

Effective Classroom Practices - We believe that all classrooms build relationships and use effective pedagogy with proactive strategies.

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.

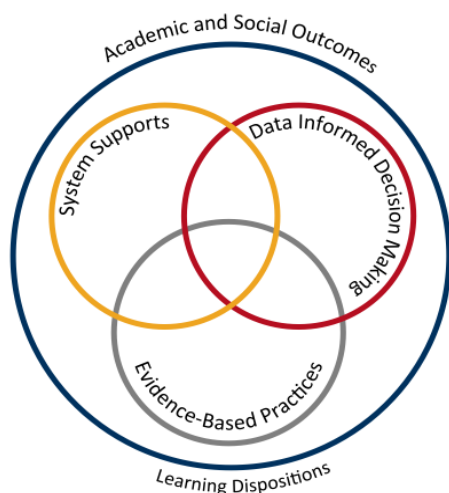


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

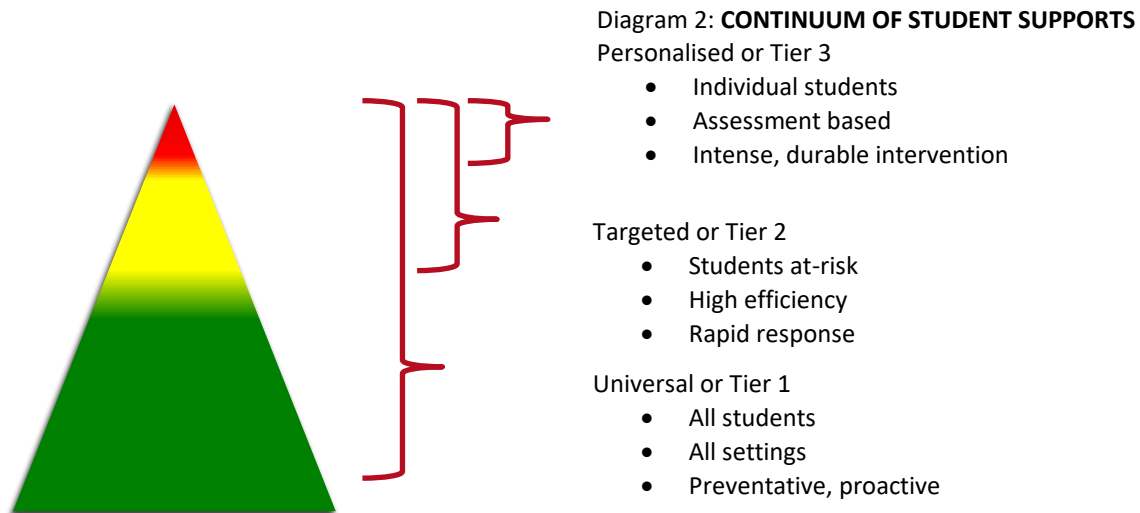
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Tier 1 Universal Support Team (PB4L Team).

This consists of teachers across the year levels, who meet 2-3 times per term to embed universal supports across the school. The PB4L Team (consisting of Leadership Team members and staff) meets to discuss, plan and action PB4I within our community. The team also examines data to refer students to our Check In/Check Out program and our Check and Connect Mentoring.

Tier 2 Targeted & Tier 3 Individual Support Team.

This team consists of the Support Teacher for Inclusive Education, Guidance Counsellor, APA and concerned classroom teachers. They meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised Supports.

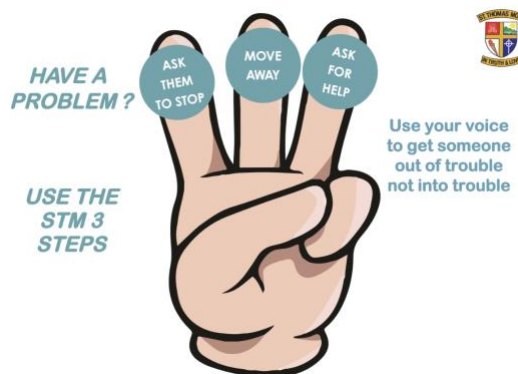
All teachers are encouraged to be entering and analysing data using Engage and the BI tool. The staff at St Thomas More School collect data in numerous ways to make informed decisions about student behaviour and the review of the Plan.

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:



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. Teachers collaboratively create and review their class charter to meet the needs of their class.

ST THOMAS MORE, SUNSHINE BEACH					
We are a faith filled learning community, called to witness the good news of Jesus Christ as we strive to create a better world.					
We Live in Truth and Love with Our Words and through Our Actions.					
OUR CORE EXPECTATIONS	Our Class Charter				
Right Time					
Right Place					
Right Stuff					
PRESENCE	FAMILY SPIRIT	SIMPLICITY	LOVE OF WORK	IN THE WAY OF MARY	
We listen with respect and understanding	We care for others with our words and actions	We are strong and kind	We work hard and always do our best	We are building a hope filled future	

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:

Throughout the year in all classes:

- Time built into the first 2 weeks of school and refreshed each term
- As a school celebrating Daniel Morcombe day to raise awareness as a community
- Assembly messages followed by up by classroom practice
- New student orientation when needed
- Student leaders support younger peers with lunch time activities
- Positive Peer Relationship Lessons with Years 4
- Year level teachers working together to create consistent year level expectations and to build a wider support network for our students
- Use of co-developed Class Charters in every room these are revisited as needed
- Expectations are taught as needed to support the building of positive learning environments
- New students to our school are buddied up with another support student to help them assimilate.
- Lunchtime clubs are used to help children grow their social skills.
- Learning support chill out room is used for students who can become overwhelmed by the crowded lunch time play space.

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:

- Praise/encouragement (verbal/non-verbal/written)
- Corporate box tickets
- Weekly Marist Awards given at assembly focusing on Learner Qualities
- Merit Awards (Term) to students
- Token/point/star systems (individual/group goal setting)
- Public display of work (classroom, library, awesome authors wall)
- Spotlight on Learning in the Newsletter to highlight student efforts in learning
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, APA, APRE, other year level classes)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebration of “outside” achievements on assembly

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UNIVERSAL POSITIVE BEHAVIOUR STRATEGIES				
Building Positive Relationships	Proactive Teacher	Giving Attention - Encouragement and Praise	Motivating through incentives	Teacher Responses to unproductive behaviours
<ul style="list-style-type: none"> • Teacher as model • Whole school teaching of the matrix • New day fresh start • Promote positive selfimage. • Building relationships with student/family • Listening • Developing trust/ responsibility • Daily greetings/farewells/ teacher check ins on student wellbeing • Class Sways to share with parents • Year 6 students lead lunchtime activities • Buddy Program 	<ul style="list-style-type: none"> • 8 effective classroom practices in all classrooms • Expectations are displayed on matrix • Class charter used • Contemporary learning activities • Engaged behaviours taught • Zones of Regulation • Meditation & mindfulness • UDL'S Strategies 	<ul style="list-style-type: none"> • Promoting self-esteem • Proximal Praise • Praising others and self. • Persistence • Peer feedback • Reteach behaviours for learning • Adults model desired behaviours • Feedback when students show the engaged behaviours 	<ul style="list-style-type: none"> • Individual incentives first, then Group/whole class incentives • Special privileges • Spontaneous awards • Sharing success with parents • Corporate box tickets 	<ul style="list-style-type: none"> • Proximity • Parallel acknowledgment • Ignore - attend - praise • Reteach • Teacher organised peer support • Movement break • Work in buddy class • Time out • Provide choice
USE FREQUENTLY - - - - -		- - - - - USE SELECTIVELY		

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.
- **The Check and Connect Mentoring Program** – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- **Social Skills Clubs/Groups.** This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment 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

- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

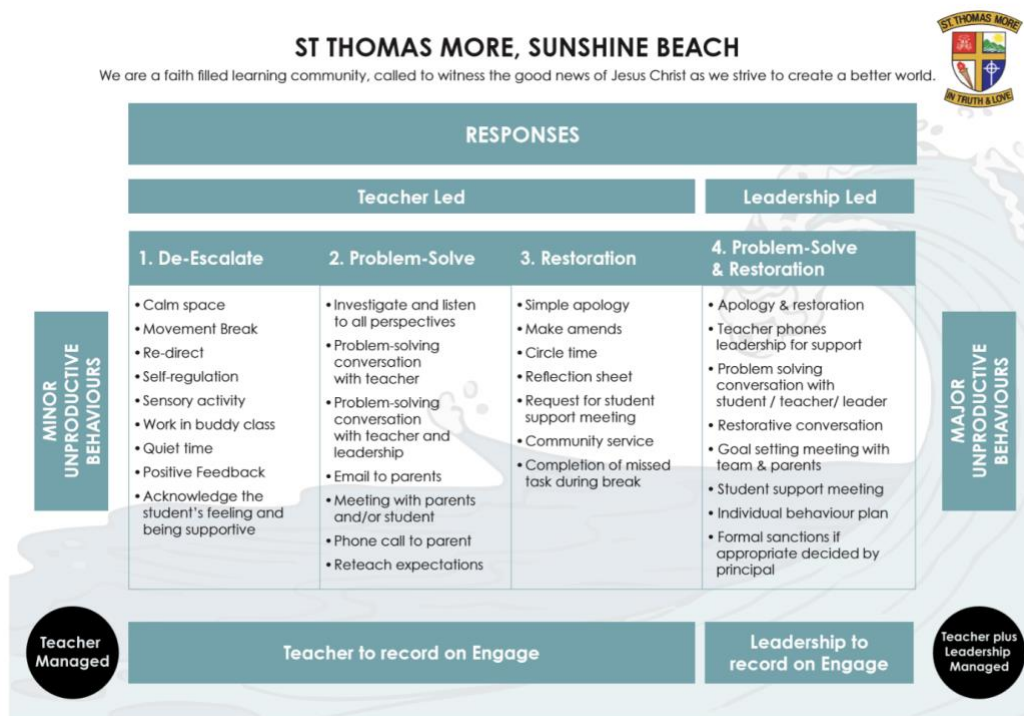
De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology
Supervised calm time in a safe space outside of the classroom	Work it out together plan – teacher and student	Student contributes back to the class or school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

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'time out' is for a student to regain control of their own behaviour.

For Major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive

teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

In addition, de-escalation crisis prevention and support strategies may include:



5. BCE Formal Sanctions

An outline of the following practices and procedures for these formal sanctions in accordance with the BCE Student Behaviour Support Policy and related documents can be found at:

• **Detention process** at St Thomas More students who need some time out to plan a new way forward or to calm down will be asked to spend a break time with a member of the leadership team. Either in the office or whilst walking with the member of the team on duty, depending on the needs of the individual child. Parents are informed via phone or email if this takes place.

• **Suspension process** at St Thomas More students are placed on suspension when violence has been used by the student. The leadership team in consultation with teachers would decide on the age-appropriate response to each individual case. The leadership team would complete the Engage record and communicate the situation to parents. Re-entry back into the classroom. Begins with a meeting of students, parents and the leadership. A behaviour support plan will be put into place to support the individual needs of the student.

• **Negotiated Change of School** at St Thomas More students in some circumstances a change of school may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs.

• **Exclusion** at St Thomas More the decision that a student should be full-time withdrawn from our school is made by the Executive Director based on recommendations by the school's leadership team.

For appeals, the school aligns to BCE processes.

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

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

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

The staff at St Thomas More work collaboratively to maintain up an up to date understanding of strategies to recognise and respond to bullying incidents. The use of the Bullying No Way website will be used in professional development opportunities throughout the year to maintain this professional knowledge to support all in our community.

2. Teaching about Bullying and Harassment

Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Teaching about bullying is a part of the Australian Curriculum. 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: The personal and social capabilities (General capabilities) and Health and Physical Education. Bullying. No Way! has a resource called Launchpad which helps teachers embed teaching about bullying within the curriculum and to create learning environments that reinforce respect and inclusion. It includes an extended professional learning section. It also provides information on valuing diversity in schools, engaging in bullying prevention all year and a guide to choosing effective resources and programs. The Bullying. No Way! Teaching resources catalogue includes resources which have been reviewed by educators as suitable for use in the classroom.

3. Responding to Bullying and Harassment

At St Thomas More we would encourage all in our community to use the following steps to report a bullying incident.

- 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.

The following steps are followed when responding to a Bullying incident.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the

facts, including if there are immediate safety risks and let the student know how you will address these).

- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

At St Thomas More we plan for a safe, supportive and inclusive school to prevent bullying and harassment.

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. Give examples.

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

3. **School staff** have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. The use of the Bullying No Way resources will be implemented at staff meetings and professional development sessions throughout each year.

4. **New and casual staff** will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Our relief staff will be included in our professional development sessions.

5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This includes newsletter articles, use of School TV Facebook posts and parent sessions.

6. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection. Throughout 2023 the Bullying No Way Resources and the Be You resources will be used to maintain our staff professional knowledge.

Key contacts for students and parents to report bullying

APRE – Ann-Maree Pitot – Prep - Year 2

APA – Angela Moore – Years 3-6

Cyberbullying

Cyberbullying is treated at St Thomas More with the same level of seriousness as direct bullying.

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

The steps below provide a guide for a response process for incidents of reported cyberbullying at St Thomas More:

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

Resources

The [Australian Curriculum](#) provides the framework for your school's anti-bullying teaching and learning activities.

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

- Bullying NoWay
- Office of the eSafety Commissioner

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.

At St Thomas More we use Engage behavioural data together with other data sources to make data informed decisions about student supports. We use this data at our PB4L committee meetings who meet every three weeks to analyse universal school data and feedback to staff meetings. As well, our Student Support Team meets every week with a personalised (including classroom teachers, STIEs, GCs & leadership) 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 weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
15	Combustibles Use or possession	Student is in possession of substances/objects readily	Being in possession of or using matches, lighters,

	Descriptor	Definition	Example
		capable of causing bodily harm and/or property damage	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

/Approver: Principal	Issue date: 24/03/26	Next review date: 24/03/2027
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