



## SAN DAMIANO COLLEGE STUDENT BEHAVIOUR SUPPORT PLAN

### COLLEGE VISION, MISSION AND VALUES for WE ARE ONE IN LOVE

#### **Vision**

San Damiano, as a Catholic College, strives to provide a nurturing and innovative learning environment.

The college aims to live each day based upon the Franciscan values of community, respect, resilience, and service.

#### **Mission**

United as one, we celebrate Franciscan traditions. We commit to:

- service and justice
- Continual learning
- Resilience and diligence, leading to humility
- Teaching with passion and professionalism
- Demonstrating respect, showing dignity to all
- Being the best we can be.



## **Our College Context**

San Damiano College is a place that cares for

- learning,
- the individual and
- the community

It is a new, co-educational Catholic College at Yarrabilba which is situated within the parish of St Maximilian Kolbe at Marsden. The college aims to create an inclusive, safe community where a rigorous education is provided to students that come from 24 primary schools. San Damiano is a Christ-centered learning community called to educate through the values of the gospel with a distinct Franciscan charism. The College seeks to promote the spiritual, intellectual, social, and emotional development of all students within the community. The college will commence January 27<sup>th</sup>, 2021, with an expected 75, Year 7 students who will cross the bridge to a safe and inclusive environment.

The staff include 3 college Leadership Team members which comprises the Principal, Deputy Principal and Assistant Principal Religious Education. Rigorous recruitment processes have secured 6.2 dedicated staff who are passionate educators drawn to this purposeful mission. Further staffing includes, a Business Manager, Enrolments Secretary, a.6 Student services secretary. and a .5 Librarian. The .5 counsellor and .6 ICT Technician will both be shared with the St Clare's primary school.

The College is open to all who support the ethos and values of a Catholic school.

### **Consultation and Review Process**

San Damiano College developed this plan in consultation with the school community. Consultation occurred predominately at College Leadership Team meetings, with the staff during induction days and with parent feedback. This plan has been informed by the San Damiano College Child & Youth Risk Management Strategy. In the future, a review of school data relating to College behaviour incidents will inform more specifically the Behaviour Support Plan. The Plan is to be reviewed every two years however a review after 6 & 12 months of operation will use data to inform future directions. A copy of this document will be available on both to Staff and Parent Portal, and on the San Damiano College website [www.sandamianocollege.qld.edu.au](http://www.sandamianocollege.qld.edu.au)

## **SECTION A: OUR STUDENT BEHAVIOUR SUPPORT SYSTEMS**

### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

Our beliefs about teaching and learning unify us and direct our actions. San Damiano College recognises that student behaviour has an influence on effective learning and teaching practices. Effective learning and teaching are supported by safe, positive, and productive learning environments, based on the gospel values and the principles of consistency, fairness, and engagement.

**We believe** Students can learn to regulate their conduct and develop a sense of responsibility according to college values and principles by forming good habits. As teachers we have a responsibility to focus on understanding the behaviour rather than simply reacting to it.

**We state** clear rights and responsibilities and implement a process that supports our community's FRANCISCAN values and principles.

**We strive** to create a warm, welcoming and safe learning environment in which individuals are able to develop to their fullest potential.

**We encourage** positive relationships contributes to and does not detract from the community life of our College.

**We embrace** Brisbane Catholic Education's Learning and Teaching framework and Model of Pedagogy to ensure high quality education practices, using the Australian Curriculum (ACARA), QCAA syllabus and the Australian Wellbeing Hub. Classroom teaching should be engaging, positive, constructive, meaningful and purposeful.

**We expect** students to take responsibility for their own learning and behaviour. It is the student's responsibility to be the best that they can be, and it is the teacher's responsibility to facilitate and foster positive behaviour and pathways to academic success.

## 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.

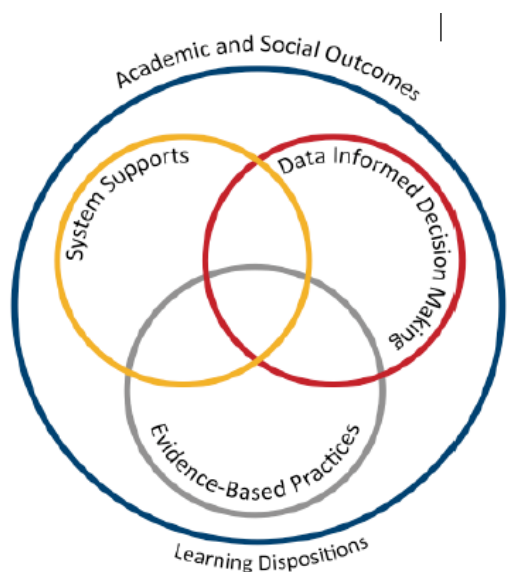


Diagram 1: Adapted from School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

## **Theoretical and Conceptual Characteristics**

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4L 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:**

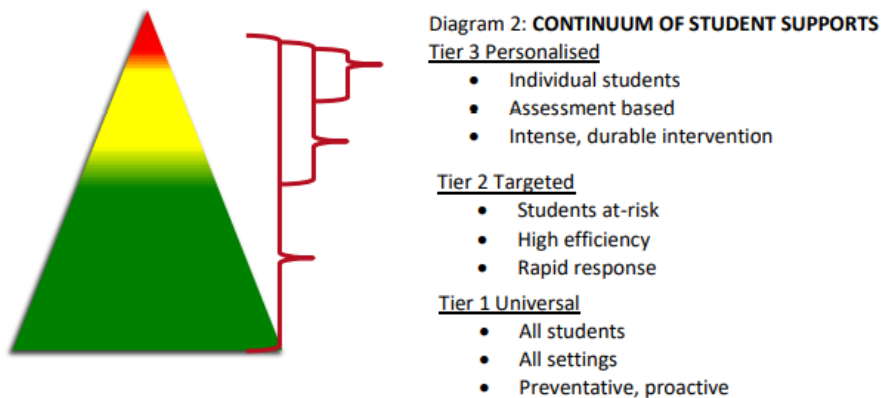
This first tier focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. **Research has shown that approximately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



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

The College Leadership Team (CLT) provides the overall direction of Student Behaviour Support and is responsible for the high-level decision making in relation to allocation of student supports at each level. In partnership with the CLT, student behaviour support is the direct responsibility of every teacher at San Damiano College, and indirectly of every staff member supporting within the college. By building a connected continuum, everyone in the school is aware if each level of support is connected to the universal systems.

The San Damiano College Student Behaviour Support Leadership includes the following college teams:

- 1) CLT – The College Leadership Team meets weekly and are updated regularly on student behaviour support and wellbeing matters.
- 2) The Wellbeing Team includes the Assistant Principal Religious Education, Pastoral Leader, Guidance Counsellor and STIE, this team will meet weekly. Request for support is discussed at these meetings and after gathering relevant data, an appropriate support or intervention will be put in place. Members of the teams noted above continue to undertake PB4L and Student Behaviour Support professional learning provided by Brisbane Catholic Education.

Tier 3 support meetings may include the Deputy Principal and or Principal.

## SECTION B: OUR STUDENT BEHAVIOUR SUPPORT PRACTICES

### 1. **Clarity:** Our Expectations at San Damiano College

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 Catholic Identity of San Damiano College and provide consistency across the staff and college community.

## **Our San Damiano Value expectations:**

It is a college expectation that all students and staff to learn, practice and demonstrate the PB4L approach which focusses upon the 4 college values of **Community, Respect, Resilience and Service to others**. Students will come to understand that the San Damiano is different in nature because of these embedded values. Students will be able to complete the sentence, “At San Damiano College we build community by...” This allows us to teach proactively and to provide students and parents with a positive message about behaviours for learning at the college. The college Franciscan Values will provide a framework for behaviour support and will be the focus of the college Matrix. **See Appendix A**

### **2. Focus: Teaching Expected behaviours**

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 in a variety of settings all of the school year at San Damiano College.

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

- Year 7 Orientation Day/ First Day Expectations focus

Explicit teaching and consistent follow-up of school expectations in each classroom.

- Make use of the matrix and use as a guide for conversations
- Maintain high expectations for all students.
- Model positive behaviours to students and explain how this behaviour is consistent with the Franciscan values.
- Affirm students who demonstrate positive behaviours.
- Reiterate the college values and give examples across settings.
- New student orientation programs to assist students to understand the values and Matrix
- College assemblies and year level/House group meetings.
- PB4L lessons and Pastoral Care lessons explicitly teaching positive, pro-social behaviours.
- Communication with parents about Franciscan Values through SWAY.
- San Damiano Postcards – to celebrate and affirm positive student behaviours.

**See Appendix B.**

### 3. Feedback: Encouraging Productive Behaviours for Learning

#### Tier 1 Universal Supports:

Feedback should cause thinking (Dylan William, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (William, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Using PB4L as a Universal support requires College leadership and teachers to encourage and motivate all students, both as they are learning the expected behaviours and then to maintain those skills and dispositions. Here are ways that all students are encouraged to demonstrate productive learning behaviours at San Damiano College: All staff in Brisbane Catholic Education (BCE) schools and Colleges are bound by the Code of Conduct for BCE staff as well as the AITSL standards for teachers. <https://www.aitsl.edu.au/teach/standards>

San Damiano will adopt the following universal supports

- Student lining up outside classrooms and greeted by the teacher as they enter or begin the lesson.
- Teachers stating Learning Intentions & Success Criteria and engaged behaviours for learning (E = Engage in Learning) to achieve these during the lesson – say what you want to see!
- Teachers give effective, specific, timely positive feedback about the positive learning behaviours they are seeing, based on the San Damiano Values.
- Teacher attention that is non-contingent (greetings, smiles, friendly conversations), particularly when teachers are moving through the college grounds to create a supportive, safe environment.
- Teacher attention that is contingent (depended on the student demonstrating a specific behaviour) and giving praise.
- Teachers establishing clear communication methods with students
- Active supervision by teachers when on playground duty and interacting with students in a friendly positive way.
- •Tangible reinforcement systems in class that reinforce positive behaviours through reward system. (Progressive Passport). **SEE APPENDIX C** (A leadership program designed to recognise leadership qualities throughout the college. It is a program that works towards creating good leaders throughout the college).
- Postcards to parents, as well as academic, attendance, application and San Damiano Values awards. (Cares for learning, caring for self and others and caring for the community).
- Attendance monitoring and follow-up by PC teachers and Pastoral Leader
- a space for calming will be available at student reception supervised by the counsellor.
- Teachers will be reminded of these actions at staff meeting forums.

## Whole of College Wellbeing Plan

The Pastoral Units for year 7 will be developed within a framework of the Social and Emotional Capabilities from the Australian Curriculum and the future data that will be gathered from SRS, ENGAGE, student services, student protection processes and anecdotal discussions in relation to events that have affected the entire cohort. These aim to be proactive and preventative as well as addressing issues that may arise during the year.

## Whole of College Program: The Resilience Project

An important element of the Student Behaviour Support process at San Damiano is, **The Resilience Project Finding Happiness through Gratitude, Empathy and Mindfulness**. In the spirit of Franciscan simplicity students will enter into resilience training during Personal Development and Pastoral Care sessions.

### TIER 2 TARGETED SUPPORTS

Tier 2 Targeted evidence-based interventions play a key role in supporting students at risk of academic disengagement and social or behavioural issues and may prevent the need for more intensive interventions (Sailor et.al.,2009). Targeted student support interventions are timely and responsive to provide the necessary opportunities to instruct students how they can best live out the San Damiano values.

Students are identified for Targeted support through

- Requests for support form filled in on Engage
- Guidance Counsellor nominations
- Student support Wellbeing meeting process
- Student self-nomination/parent nomination

Targeted supports for San Damiano students include:

1. **San Damiano Check In Check Out** is based on The Behaviour Education Program (Crone, Hawken & Horner) to increase teacher attention through contingent feedback and dialogue that is often required by students who find it difficult to demonstrate the San Damiano Values. The core of Check In/Check Out is a trusting relationship between the student and a mentor (PC teacher or Pastoral Leader), who advocates for and challenges the student, and partners with the family/carers to keep education relevant for



the student. The CICO cards involves the creation of on no more than three goals or values that need focus, training, and feedback. It involves the systematic monitoring of student performance variables (e.g., absences, late arrival, early departures, behavioural referrals, academic progress), and the timely intervention involving problem solving, skill building, and competence enhancement. A copy of the Check In/Check Out card is sent home with the student to be discussed by parent(s) or caregivers, signed and returned to school the next day. A student's progress is reviewed regularly, and decisions are made regarding the required ongoing support for the student. Daily data is entered in Engage Targeted Supports. **See appendix D.**

2. **Pastoral Leader interventions** that will be supported by Guidance Counsellor and ST-IE. Possible pre-emptive strategies will also be considered e.g., Social Skills, Anger management. 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. The GC will facilitate this small group.
3. **Connecting back to learning:** Once all de-escalation strategies have been applied consistently and persistently and a student continues to refrain from engaging in learning a teacher can apply a **Time Out**. If the student is sent to Time Out, they need to be aware that this is a very serious consequence and parents will be contacted.  
The student is sent to Student Reception for a 10minute quiet time before they transition back to class and learning. The student will be expected to discuss the incident at the end of the lesson or in the next lunch break with the teacher. The student may request to speak to a Pastoral Leader or request to see a Guidance Counsellor at this time.

### **TIER 3 PERSONALISED SUPPORTS:**

Tier 3 Personalised support provide students with adjusted curriculum considering functional impact on learning. Personalised supports at San Damiano include:

- Personalised Learning Plan
- Classroom observations conducted by STIE (Functional Behaviour Assessment)
- Analysis of data from Engage, SRS, eMinerva, attendance, Bi tool
- Proactive, collaborative, problem solving, student support meetings
- Crisis management plans
- GC support for individual students

- Partnerships with outside professionals and agencies.

#### **4.Feedforward: Responding to unproductive behaviours**

Even with our positive approach to teaching and supporting expected behaviours for learning at San Damiano, we understand that unproductive student behaviour will still occur. Some of our students may not know the expected behaviour, or how to perform the expected behaviour, or do not know it well enough to routinely use it at the appropriate times. For some of our students, the maladaptive behaviours they are using are habitual and can 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 at San Damiano, we have systems in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, respond to chronic, persistent minor behaviours, and ways to respond to major unproductive that hinder learning. In the continuum, thinking begins with clarity between Minor behaviours-that can and should be managed by teachers, within the context of the classroom settings- and Major behaviours- that are best managed in a more private setting with the class teacher and Pastoral leader or member of the San Damiano Leadership team. **See appendix E.**

The positive: support strategies that respond to unproductive behaviours at San Damiano College can be classified under the three evidence-based approaches recommended in BCE SBS Policy and procedures, and include,

DE-ESCALATION	PROBLEM SOLVING	RESTORATIVE
<p>Supportive check in-with teacher, PC teacher or Pastoral Leader. Supervised calm time in a safe space</p> <ul style="list-style-type: none"> <li>- in the classroom</li> <li>- outside of the classroom in Counsellor space</li> </ul> <p>Set limits</p> <ul style="list-style-type: none"> <li>• Refer to Individual Crisis Support and Management Plan Supportive check in-teacher or Pastoral Leader</li> <li>• Support from GC</li> <li>• Set limits- give a clear 'win-win choice to the student to re-engage.</li> <li>• Crisis management plan-personalised plan with response strategies at 4 stages of escalation cycle (as per Mappa, CPI).</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and student conversation in class</li> <li>• Teacher and student goal setting conversation</li> <li>• Teacher, student and parent conversation</li> <li>• Request for support on ENGAGE</li> <li>• TIME OUT-Teacher tells student reason for TO-student to go to Student reception for 10 minute calming time.</li> <li>• If sent to TO student needs to have a conversation with the Class teacher at the end of the lesson or next available lunchtime to engage in restorative conversation.</li> <li>• PL- may be used to support restorative mediation if requested.</li> <li>• Parent Meeting with student, teacher, Pastoral Leader and or Leadership</li> </ul>	<p>Restorative conversation- to repair the relationship using the Restorative Practice card. Margaret Thorsborne</p> <p><b>ACKNOWLEDGE, UNDERSTAND, FORGIVE</b></p> <p><b>See appendix F.</b></p> <ul style="list-style-type: none"> <li>• Student to student apology</li> <li>• Teacher or PL to facilitate an apology from one student to a teacher</li> <li>• Written apology- to give to a student and or teacher</li> <li>• Student contributes back to the person, class or school community to restore relationships and make things right.</li> </ul>

## 5. FORMAL SANCTIONS (AS PER BCE SBS POLICY AND PROCEDURES)

1. **TRAINING:** a student misses out on up to 20 minutes of break/socialising time due to repeated minor behaviours in the classroom, unsafe behaviours in the school grounds or Major verbal and/or physical behaviours. A Training Session can only be nominated and carried out by a Pastoral Leader or College Leadership Team member, after consultation with class teacher or duty teacher, supervising the student for the detention time (max. 20 mins) in a suitable space. A student who is in Training must be allowed access to food and toileting during the detention time.

2. **After-school Detention** if deemed appropriate by a CLT member: can be nominated by a College Leadership Team member (who would be responsible for the supervision of the student during the detention time from 3pm), however, consultation with parents/carers must take place before the detention is held and pick up arrangement in place for the student's collection from the college by 3.30pm. A CLT member needs to supervise this detention.

3. **Suspension in-school:** In response to a repeated minor or major behaviour incident, a student can be suspended for in-school for 1-2 days by a member of the

College Leadership Team. On the day the in-school suspension is nominated the CLT member will record the Formal Sanction response of Suspension to the behaviour incident recorded in Engage and complete the attached Suspension Record. A letter will be generated from the record and must be emailed to the student's parent(s)/carers copying the the College Principal. At the same time, a phone call to parent(s)/carers is also required to ensure parents are aware of the suspension. For the duration of the in-school suspension, the student will be supervised by a college Leadership member or Pastoral Leader in a quiet space to complete the learning without access to classes or socialising times with their peers at breaks. The student will be provided with learning from class teacher, that can be accessed without technology devices, to be completed during the in-school suspension time. A student who is on an in-school suspension must be allowed access to food and toileting during the suspension time. These eating and toileting time may be varied to usual college times.

**4. Suspension out of School:** In response to a repeated minor or major incident, a student can be suspended for out-of-school for 1-2 days,3-10 days or more than 10 days (see BCE Suspension Procedure for details). On the day the out-of -school suspension is nominated the CLT member will record the Formal Sanction response of Suspension to the behavior incident recored in Engage and complete the attached Suspension Record. A letter will be generated from the record and must be emailed to the student's parent(s)/Carers copying the College Principal. At the same time, a phone call to parent(s)/Carers is also required to ensure that parents are aware of the suspension. During this time the student will be supervise by parents/carers. The student will be provided with learning that can be accessed from home on ONE NOTE.

BCE Suspension Procedure can be found on Spire at:

<https://mybceatholicedu.sharepoint.com/policies-and-procedures/ResourceStore/Forms/AllItems.aspx?id=%2Fpolicies%2Dand%2Dprocedures%2FResourceStore%2FLearning%20and%20Teaching%2FSuspension%20procedure%2Epdf&parent=%2Fpolicies%2Dand%2Dprocedures%2FResourceStore%2FLearning%20and%20Teaching>

A re-entry interview will be scheduled that will involve the student, the Pastoral Leader and APRE prior to the student returning to learning.

**Negotiated Change of School:** The Negoitated Change of School process would only be entered into after extenstive supports have been in place for a student to respond to his/her unproductive behaviour without success of behavioural change occuring, in consultation with the CLT members,BCEO: student Behaviour Support and Senior Leader-Learning and Identity with the final decision made by the College Pricipal-See BCE Negotiated Change of School procedure:

<https://mybceatholicedu.sharepoint.com/policies-and-procedures/ResourceStore/Forms/AllItems.aspx?id=%2Fpolicies%2Dand%2Dprocedures%2FResourceStore%2FLearning%20and%20Teaching%2FNegoitated%20Change%20of%20School%20procedure%2Epdf&parent=%2Fpolicies%2Dand%2Dprocedures%2FResourceStore%2FLearning%20and%20Teaching>

6. Exclusion- The formal sanction would only be entered into in response to a Major behaviour incident that resulted in irreparable relationships between a student and another student or staff member, or after extensive supports have been in place for a student to respond to his/her unproductive behaviour without success or behavioural change occurring, in consultation with the College Principal, BCE SEO: Student Wellbeing and Senior Leader- learning and Identity with the final decision made by BCE Deputy Executive Director. See BCE Exclusion Procedure.

<https://mybcecatolicedu.sharepoint.com/policies-and-procedures/ResourceStore/Exclusion%20procedure.pdf?csf=1&e=3JQkUL&cid=b9781893-ac1f-4734-be69-0a535f16b690>



## **BULLYING AND CYBERBULLYING**

### **Bullying and Harassment – information, prevention, and college responses**

**This information is to be read with the San Damiano College Student Behaviour Support Plan (PB4L).**

San Damiano College commit to positive, proactive practices in support of student behaviour and wellbeing to.

- ensure Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships
- foster respectful interpersonal relationships among and between all community members
- promote positive approaches to behaviour support as an integral part of all learning and teaching experiences
- ensure staff undertake relevant professional learning to support a positive school culture.

#### **The national definition of bullying 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.

This table describes the categories of bullying.

Category	Includes
Direct physical bullying	hitting, kicking, tripping, pinching, and pushing or damaging property
Direct verbal bullying	name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Indirect bullying	action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: lying and spreading rumours playing nasty jokes to embarrass and humiliate mimicking encouraging others to socially exclude someone damaging someone's social reputation or social acceptance
Cyberbullying	direct or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Note: Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

**Mutual conflict:** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

**Social rejection** or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

**Single episode acts of nastiness** or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not officially being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours. A direct conversation is required with the student to

clearly inform student that repeating this behaviour will result in the school bullying procedure being implemented.

All members of the San Damiano College community have a responsibility to promote positive relationships that respect and accept individual differences and diversity and actively work together to resolve incidents of bullying behaviour when they occur.

**Students have a responsibility to:**

- Behave appropriately, respecting individual differences and diversity.
- Reinforce the message that bullying is not accepted or tolerated.
- Refrain from bullying others.
- Assist someone who is being bullied.
- Inform San Damiano College staff if they are being bullied or if they see someone else being bullied – both at school and on the way to and from school.

**Parents and caregivers have a responsibility to:**

- Be aware of the college's Student Behaviour Support policy will assist their children in understanding bullying behaviour.
- Support their children in developing positive responses to incidents of bullying consistent with the San Damiano College Student Behaviour Support policy.
- model appropriate behaviour, respecting individual differences and diversity.  
reinforce the message that bullying is not accepted or tolerated.
- instruct their children to tell the appropriate authorities (teacher, Pastoral Leader, APRE, Guidance Counsellor etc.) if they are bullied.
- To watch for signs that their child may be bullied, such as school avoidance, anxiety, irritability, unexplained bruises, trouble sleeping etc.;
- To speak to the Pastoral Care teacher, Pastoral Leader or Assistant Principal Religious Education if their child is being bullied, or they suspect that this is happening.

**San Damiano College has the responsibility to:**

- Provide students with strategies to respond positively to incidents of bullying behaviour.
- Provide parents, caregivers, and students with clear information on strategies that promote appropriate behaviour and consequences of inappropriate behaviour.
- Follow up complaints of bullying, harassment, and intimidation.



### **Staff at San Damiano College have a responsibility to:**

- Model appropriate behaviour.
- Respond in an appropriate and timely manner to incidents of bullying according to the San Damiano College Student Behaviour Support policy
- Respect and support students in all aspects of their learning.
- To model appropriate behaviour, respecting individual differences and diversity.
- To reinforce the message that bullying is not accepted or tolerated.
- To treat seriously all reports or observed incidences of bullying.
- To report incidences of bullying to the Pastoral Leader or Assistant Principal Religious Education.
- To be observant of signs of distress or suspected incidents of bullying.
- To ensure that students are actively supervised at all times.

### **Strategies to Deal with Bullying**

At San Damiano College there is a strong school spirit where effective and systematic programs communicate to all students the message that bullying is not accepted or tolerated.

Students can expect that their concerns will be responded to by the school staff and that they will be provided with appropriate support (for both the subjects of and those responsible for the behaviour).

Students are strongly encouraged to speak up if they are being bullied, or if they are a witness to bullying. It is the bystander that must step in to stop the bullying from occurring. All students are also strongly encouraged to report any bullying behaviour to their teacher, Pastoral Care teacher, Pastoral Leader, APRE or Guidance Counsellor.

### **Students who bully others may face one or more of the following consequences:**

- Involvement in a mediation / restorative justice process.
- Referral to the College Counsellor.
- Parents will be contacted by the school.
- Privileges may be withdrawn (e.g., exclusion from the playground during break time).
- Participation in positive behaviour and social skills programs.
- Sanctions outlined in the Student Behaviour Support Policy such as detention and suspension, or in extreme or repeated cases of bullying the College Principal may make a written application to the Executive Director of Brisbane Catholic Education for the student to be excluded from San Damiano College.

- Serious incidents of bullying may require Police involvement. In cases of sexting or the posting of explicit images the police will be contacted in accordance with Student Protection policies.
- Implementation of an Individual Behaviour Plan
- A combination of the above sanctions may be implemented so as to ensure that this bullying behaviour does not occur again.

San Damiano College provides a range of effective programs to ensure a safe and secure environment promoting personal growth and excellence in all students. We aim to develop confidence and self-esteem to empower students to take responsibility for themselves and their actions. As part of this, the anti-bullying message is consistently communicated to students.

**These programs include:**

- A proactive social skills program in Pastoral Care classes
- Anti-bullying programs
- Regular discussion on Full School Assemblies by the College Leadership team and students
- The role of the College Counsellor in facilitating various programs that assist in social skills training and a positive mindset approach.

**Stages of Intervention**

**No Blame** – An incident can be reported confidentially to a number of people (parents, teacher, Pastoral Leader, APRE, Guidance Counsellor). These people will be clearly represented on posters around the school and in classrooms. The incident is investigated, and it is decided that bullying has occurred. The Pastoral Leader speaks with the parties concerned and outlines to them that bullying behaviour has occurred. The Pastoral Leader explains the College Bullying Policy and conducts mediation and a restorative process with the parties. The College Counsellor can be involved in this process as well. The parents of the bullying student receive a “No Blame letter” informing them of the incident and explaining to them the College Bullying Policy. The aggrieved student and the bully are offered support from the Pastoral Leader and the College Counsellor.

**Stage 1** – Despite the No Blame process bullying continues. The Pastoral Leader works with the parties and the College Counsellor to organise Bullying Awareness and Social Skills training. Parents of the parties are contacted. Depending on the severity

of the bullying the parties may be suspended from San Damiano College to allow for processes to be implemented. The aggrieved student is offered support from the Pastoral Leader and the College Counsellor. The student who is the bully is also offered assistance from the Guidance Counsellor.

**Stage 2** – Despite No Blame and Stage 1 interventions the bullying continues. The Assistant Principal Religious Education and the College Counsellor contact the parties' parents. Consultative meetings occur with the APRE, College Counsellor, parents, and student where an individual plan is designed and implemented. The student may be suspended from San Damiano College at this time to assist in the preparation and implementation of the individual plan and to offer support and respite to the aggrieved party. The student may be required to attend and undertake social skills and other personal development programs conducted by the Guidance Counsellor before they are allowed to be permitted to return to classes.

**Stage 3** – Despite No Blame, Stage 1 and Stage 2 interventions bullying behaviour continues. The Principal or his delegate will meet with the bullied student and their parents to offer support and reassurance. The Principal or his delegate will review the information from the No Blame, Stage 1 and Stage 2 interventions and decide on a course of action. The Principal will meet with the parents and student to explain his decision on the consequences of the bullying behaviour. The consequences could be;

- Suspension
- Withdrawn from classes to participate in restorative justice sessions organised by the Guidance Counsellor
- Recommendation and application for exclusion from the Executive Director of Brisbane Catholic Education
- Referral to the Queensland Police Service
- A combination of the above.

### **San Damiano College prevention and response:**

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 person's 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(cover)t). Bullying behaviour is repeated, or has the potential to be repeated over time ( for example, through sharing of digital records).

A fight or disagreement between students of equal power or status isn't considered bullying. There are also some behaviours, which although they might be unpleasant or distressing, are not bullying, such as a mutual conflict, which involves a disagreement, but not an imbalance of power. However, unresolved mutual conflict, can develop into bullying if one of the parties targets the other repeatedly in retaliation single episode acts of nastiness or physical aggressions, or aggression towards many different people, is not bullying unless it becomes a pattern of behaviours social rejection or dislike is not bullying unless it involves a deliberate and repeated attempts to cause distress, exclude or create dislike by others.

### **WHAT ARE WE DOING AT SAN DAMIANO COLLEGE TO PREVENT BULLYING**

- Creating a caring, respectful, inclusive school culture by teaching the Franciscan Way.
- Acknowledging National Day of Action Against Violence and Anti-Bullying day in March ensuring that the message, 'Bullying, No Way!' is promoted. Although it is intended that everyday the message of Antibullying is observed.
- Acknowledging RUOK day and again observing this on a daily basis?
- Responding using the Steps Response Process outlined to bullying incidents.
- Educating staff about Bullying and have a thorough understanding of Student Behaviour Support processes as outlined in this plan.
- Teaching and modelling positive relationships to all students, explicitly during PC/PD lessons, assemblies and through publications to parents/caregivers including the College website and Parent Portal.
- Providing students with clear, accessible routes to report bullying. Incident report forms available from PL.
- Including sessions promoting positive peer interactions in the school's Personal Development, Pastoral lessons and Retreat programs.
- Establishing teaching and learning programs that promote wellbeing and address all forms of bullying through the teaching of language skills, social-cognitive abilities, social skills, assertiveness, coping strategies, group mechanisms, motives and being effective bystanders
- Visual advertising around the school. Posters are visible around campus.
- Creating physical environments in the school and vigilant staff supervision practices that limit the incidences of bullying.

- Providing ongoing professional development to assist staff to understand the anti-bullying policy, implement teaching and learning programs, and to provide support for students in high risk settings.
- Making counselling available for anyone affected by bullying including the person who has demonstrated bullying behaviour.
- Ensuring that staff personally know their Pastoral Care students and encourage students to trust them and feel confident that they will act on any report of bullying.
- San Damiano College recognises that people who bully also need help. As such, counselling is made available to assist them in realising the impact of their behaviour on others and the necessity for making more appropriate choices

Bullying behaviours will not be tolerated at San Damiano College. When reported by a student, staff member, teacher, or parent the following process outlined in the Steps Response Process below will be implemented:

**Step 1:** Minor incident of teasing PC Teacher/class teacher responds to the students involved in a timely manner, using a restorative approach. Note is written in Student Diary for parents and PC teachers discussion. Support is offered to all students involved. Define bullying as a cue to prevent further incidences. PC teacher educates student around factors related to bullying.

**STEP 2:** Student reporting being bullied will be asked to complete an Incident Report. Any witnesses identified will complete an incident report. All incidences are reported on ENGAGE by teacher. PL receive notification of incident.

**STEP 3:** Incident investigated further, and data collected by PL. Meeting with student(s) who was bullying and student(s) who were being bullied. Phone call to parents/carers. Communication in student diary. All updates recorded via ENGAGE. May involve a single or several Connect room sessions with restorative conversations between students. Responses logged via ENGAGE. Counsellor appointment offered. Parents informed via phone call and follow up emails.

