

## SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

### School Mission and Vision - Teach Challenge Transform

#### 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

As One in Love, 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. Values

#### Our School 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 32 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 opened on January 27<sup>th</sup>, 2021, with 77 Year 7 students who crossed the bridge to a safe and inclusive environment.

In 2024 the college now has over 320 students in Years 7-10.

The staff include 4 College Leadership Team members which comprises the Principal, Deputy Principal, Assistant Principal Religious Education and Assistant Principal Curriculum, Learning, Teaching & Inclusion. Rigorous recruitment processes have secured over 40 dedicated staff who are passionate educators and support staff drawn to this purposeful mission. Further staffing includes a Business Manager, Enrolments Secretary, Student Services Officer, Librarian, Groundsman, IT Support Officer, Student Support Officers and Library / Science Support Officer.

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 meeting, with the staff during induction days and various staff meetings, the Positive Behaviour Support Committee 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. A copy of this document will be available on both 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 socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

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 can 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 PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

## Continuum of support and key features

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

### Tier 1 Universal Supports:

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

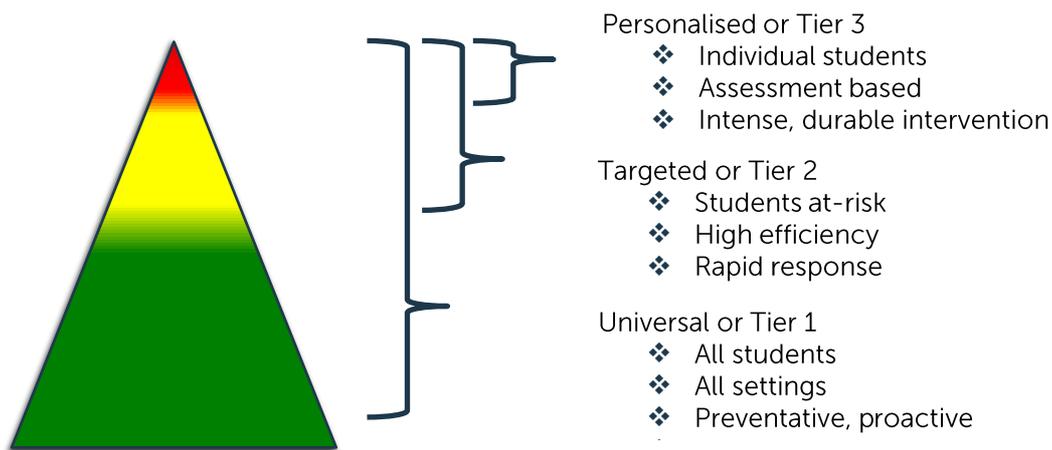
### Tier 2 Targeted Supports:

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

### Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



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

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

The 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. We build a connected continuum by reporting at staff briefings how each level of support is connected to the universal systems. The San Damiano College Student Behaviour Support Team include the following: 1) CLT – The College Leadership Team meets weekly and is updated regularly on student behaviour support and wellbeing matters. 2) The Wellbeing Team - The Wellbeing Team includes the Deputy Principal, Pastoral Leaders, Guidance Counsellors, and Support Teachers: Inclusive Education. This team will meet regularly. Requests for support are discussed at these meetings and after gathering relevant data, appropriate support or intervention will be put in place. The Wellbeing Team 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. 3) PB4L Committee – This team includes volunteer staff, Pastoral Leaders, Deputy Principal and Principal who meet fortnightly. Discussed at these meetings are student data and trends, proactive support and intervention strategies.

## **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:**

It is a college expectation that all students and staff learn, practice and demonstrate the PB4L approach which focusses upon the 4 college values of Community, Respect, Resilience and Service. Students will come to understand that San Damiano College 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.

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.

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](http://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 every day, throughout the school year in a variety of settings. In addition, direct teaching may be done using a combination of the following:

- ❖ Explicit teaching and consistent follow-up of school expectations.
- ❖ Refer to the matrix to guide conversations to ensure consistent language across the College.
- ❖ 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.
- ❖ College assemblies, year level and house group meetings.
- ❖ PB4L lessons and Pastoral Care lessons explicitly teaching positive, pro-social behaviours.
- ❖ Communication with parents about Franciscan Values through SWAY and Facebook.

## **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.

Below are ways teachers encourage students to demonstrate productive learning behaviours at San Damiano College:

- ❖ Requesting students to line up outside classrooms and greet the teacher as they enter the lesson.
- ❖ Teachers stating Learning Intentions and Success Criteria to engage behaviours for learning.
- ❖ Teachers give effective, specific, timely feedback about the positive learning behaviours they are seeing, based on the San Damiano Values.

- ❖ Positive teacher attention (greetings, smiles, friendly conversations) when moving through the College grounds to create a supportive, safe environment.
- ❖ Teachers establishing clear communication methods with students, that avoid sarcasm that may cause misunderstanding.
- ❖ Active supervision by teachers when on playground duty and interacting with students in a friendly, positive way.
- ❖ College issued rewards system.
- ❖ Awards for academic achievement, attendance and application to schoolwork.
- ❖ Attendance monitoring and follow-up by Pastoral Care teachers and Pastoral Leaders.
- ❖ Regulation space for students.
- ❖ Teachers will be reminded of these actions at staff meeting forums.
- ❖ Following our universal supports for learning
- ❖ Encouraging students to bring their '5 To Thrive' to each class. See Appendix B for poster.
- ❖ Utilising the diary stamp as communication home. See Appendix C for diary stamp.

### Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

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

1. San Damiano Check In and Check Out Card (CICO) is based on the Behaviour Education Program (Crone, Hawken and Horner) to increase a teacher's attention through feedback and dialogue that is often required by students who find it difficult to demonstrate the San Damiano Values. The core of a CICO card 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 card involves the creation of no more than 4 goals or values that need focus, training and feedback. It involves the systematic monitoring of student performance variables (absences, late arrivals, early departures, behavioural referrals, academic progress), timely intervention, problem solving, skill building, and competence enhancement. A copy of the CICO card is sent home with the student to be discussed by parents/s or caregivers, signed and returned to school the next day. A student's progress is reviewed regularly over the 2 weeks' progress and decisions are made regarding the required ongoing support for the student.
2. Pastoral Leader Interventions (supported by Guidance Counsellor and Support Teacher: Inclusive Education) involve directly teaching social skills, behaviour management, anger management and navigating friendship issues 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. If students refrain from engaging, parents will be contacted for a face-to-face meeting.

3. Targeted Learning Plan is created in collaboration with parents/carers and students when other interventions have been unsuccessful. A targeted learning plan could include behaviour support, attendance support or uniform management.

### **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:

Personalised Learning Plan with consideration of adjusted timetable and/or curriculum.

- ❖ Classroom observations conducted by ST:IE (Functional Behaviour Assessment)
- ❖ Analysis of data from Engage, SRS, eMinerva, attendance, BI tool.
- ❖ Proactive, collaborative, problem solving, student support meetings.
- ❖ Crisis management plans.
- ❖ Guidance Counsellor support for individual students.
- ❖ Partnerships with outside professionals and agencies.
- ❖ Individualised Behaviour Support Plans.
- ❖ Return to School Plans.

## **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 feed forward 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).

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"> <li>❖ Supportive check-in with Pastoral Care teacher, Support Teacher: Inclusive Education, Pastoral Leader, Support Officer</li> <li>❖ Supervised regulation time:               <ul style="list-style-type: none"> <li>o In the Reset room</li> <li>o Outside of the classroom</li> <li>o In the Guidance Counsellor space</li> </ul> </li> <li>❖ Possible Behaviour Support Plan, Personalised Support Plan or Individual Curriculum Plan</li> <li>❖ Support from the Guidance Counsellor See appendix F for zones of learning and teacher script.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Private teacher and student conversation in class</li> <li>❖ Teacher and student goal setting conversation</li> <li>❖ Reset time – student and teacher to negotiate to go to Reset</li> <li>❖ Reflection – if sent to Reflection student needs to have a conversation with the classroom teacher at the end of the lesson or next available lunchtime to engage in a restorative conversation</li> <li>❖ Pastoral Leader may be used to support restorative conversation</li> <li>❖ Parent meeting with student, teacher, Pastoral leader and Leadership</li> </ul>	<ul style="list-style-type: none"> <li>❖ Restorative conversation – to repair the relationship using Restorative Practices - See appendix G for starters.</li> <li>❖ Student to student apology</li> <li>❖ Teacher or Pastoral Leader to facilitate an apology from one student to a teacher if required</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</li> <li>❖ Restorative practice is a system of justice that is more concerned with making things right and healing</li> </ul>

## 5. BCE Formal Sanctions

- ❖ **Lunchtime Consequence/Detention:** A student misses out on up to 20 minutes of break/socializing time due to repeated minor behaviours in the classroom, unsafe behaviours in the school grounds or major verbal and/or physical behaviours, and non-completion of homework or classwork. The referring teacher is to provide supervision for the student. A student who is on consequence must be allowed access to food and toileting during the consequence time. Possible lunchtime consequences include community service, subject tutorials and/or makeup time.
- ❖ **Post-school Consequence (If deemed appropriate by a College Leadership Team member):** Consultation with parents/carers must take place before the consequence is held and pick-up arrangement must be in place for the student's collection from the College by the nominated finish time. A College Leadership Team member or Pastoral Leader needs to supervise this consequence. Please note, only College Leadership Team members and Middle Leaders can nominate a student for a post-school consequence.

### **Suspension Process**

- ❖ **Internal Suspension:** In response to a repeated minor or major behaviour incident/s, a student can be internally suspended for 1-2 days by a member of the College Leadership Team. On the day the internal suspension is nominated, the CLT or PL member records the Formal Sanction response in Engage. A letter will be generated from the record and must be emailed to the student's parents/carers copying in the College Principal. At the same time, a phone call to the parent/carer 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 socializing times with their peers at breaks. The student will be provided with learning from their class teachers to be completed during the internal suspension. A student who is on an internal suspension must be allowed access to food and toileting during the suspension time. These eating and toileting times may be varied to usual college times.
- ❖ **External Suspension:** In response to repeated minor or major behaviour incidents, a student can be suspended 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 external suspension is nominated, the CLT or PL member will record the Formal Sanction in Engage. A letter will be generated from the record and must be emailed to the student's parents/carers copying in the College Principal. At the same time, a phone call to the parent/carer is also required to ensure parents are aware of the suspension. During this time the student will be supervised by parents/carers. The student will have access to learning through Teams. A re-entry interview will be scheduled that will the student, parent/care and the Pastoral Leader prior to returning to learning. 2 Staff members will be present during this meeting.

- ❖ **Exclusion** - This formal sanction would only be entered as a response 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 their unproductive behaviour without success or behaviour change occurring, in consultation with the College Principal, BCE SEO: Student Wellbeing and Senior Leader: Learning and Identity with the final decision made by the BCE Deputy Executive Director

For appeals, the school aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a>
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School 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.

Note: The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend or exclude the student. Appeals must be in writing, stating the grounds on which the appeal is being made. Access to the appropriate paperwork and assistance to complete the paperwork will be provided, if necessary. If the appeal is successful, the relevant parties will engage in respectful communication, identifying the strategies to re-instate the student's enrolment.

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

San Damiano College commits 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 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

It is important that our students and community learn and understand what bullying is and isn't, and what types of bullying occur. The following are ways in which people can be bullied.

**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:** 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.

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

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

**Single episodes or acts of nastiness:** Single episodes or 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 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.

## 2. Teaching about Bullying and Harassment

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 and Personal Development sessions
- ❖ Anti-bullying programs such as Be You and other units run in junior Health & Physical Education classes
- ❖ Regular discussion on Full School Assemblies by the College Leadership team and students
- ❖ The role of the College Guidance Counsellor in facilitating various programs that assist in social skills training and a positive mindset approach.

## 3. Responding to Bullying and Harassment

No Blame - An incident can be reported confidentially to several people (parents, Pastoral Care teacher, Pastoral Leader or Guidance Counsellor). Students can report this in person or through the Bulling No Way Application. 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 Guidance Counsellor may be involved in this process as well. Parents may be informed of the incident and notified of the College Bullying Policy. The aggrieved student and the bully are offered support from the Pastoral Leader and the College Guidance Counsellor.

**Stage 1** – The Pastoral Leader works with the parties and the College Guidance 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 the process to be implemented. The aggrieved student and the student identified as the bully is offered support from the Pastoral Leader and the College Guidance Counsellor.

**Stage 2** – The Assistant Principal and Principal (or his delegate) will meet with the bullied student and their parents to offer support and reassurance and will offer support via the Guidance Counsellor.

The student identified as the bully may be withdrawn from classes to work with the Guidance Counsellor.

The student may also be given a suspension to allow for the students involved to feel safe at school for a period of time.

**Stage 3** – The Assistant Principal and 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 Stage 2 interventions and decide on a course of action.

The Principal will meet with the parents and student to explain their 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

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

The following are actions that will be enacted by the college.

- **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 San Damiano College we commit to:

- ❖ 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 every day the message of Antibullying is observed.
- ❖ Acknowledging R U Ok day and again observing this daily.
- ❖ Responding using the stages Response Process outlined to bullying incidents.
- ❖ Educating staff about Bullying and having a thorough understanding of Student Behaviour Support processes as outlined in this plan.
- ❖ Teaching and modelling positive relationships to all students, explicitly during Pastoral Care and Personal Development lessons, assemblies and through publications to parents/caregivers including the College website and Parent Portal.
- ❖ Providing students with clear, accessible routes to report bullying. Incidents report forms available from Pastoral Leaders and accessed through the Bullying No Way application.
- ❖ Including sessions promoting positive peer interactions in the school's Personal Development, Pastoral lessons and Retreat programs.
- ❖ Establishing teaching and learning programs that promote the 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.
- ❖ 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.
- ❖ 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 realizing the impact of their behaviour on others and the necessity for making more appropriate choices.

### **Key contacts for students and parents to report bullying:**

- ❖ Principal – Peter Edwards
- ❖ Guidance Counsellor
- ❖ Assistant Principal Religious Education – Helen McNamara

All can be reached by contacting San Damiano College on 07 5670 7000

### **Cyberbullying**

Cyberbullying is treated at San Damiano College 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.

San Damiano College attempts to limit the effects of cyberbullying in the following ways.

- ❖ Regular checks and monitoring of student devices (laptops) to ensure that students are using the laptops appropriately and with accordance of the College Technology Agreement
- ❖ Mobile phones are not to be accessed throughout the day and are to be securely stored in the student lockers. Students found with their mobile phone on them throughout the day will hand the phone into the office for safe keeping.
- ❖ Regular cybersafety programs in Personal Development sessions, with some of these programs conducted by Logan Village police

Cyberbullying is dealt with in the same manner as other forms of bullying. All members can report cyberbullying via phone, email or face to face with a member of staff or students can report cyberbullying by the college Bullying Noo Way app on the student portal.

## Resources

San Damiano College uses various evidence and research-based programs to inform the college's approach to the bullying programs implemented at the college. These include the Bullying No Way, Be You and You Can Do It programs.

Our Health & Physical Education classes also cover specific anti-bullying teaching and learning activities via the Personal and Social Capabilities domain.

## 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.

Various college committees meet to evaluate data sets and to formulate responses to bullying at San Damiano College.

The PB4L Committee meet to discuss and evaluate Engage data, which also includes data on bullying.

The Student Wellbeing Group, which consists of the Deputy Principal, Guidance Counsellor, Head of Learning Enhancement and Guidance Counsellor also review the Engage data as well as data collected from the college Bullying No Way app on the Student Portal. This targeted team also analyses and evaluates all personalised and targeted support offered to affected students.

Regular discussions are held at Staff Meetings, which involve all staff, to evaluate any data, which includes Engage data, Tell Them From Me survey data and the Bullying No Way app.

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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 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	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid

<b>15</b>	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.
<b>16</b>	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.
<b>17</b>	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
<b>18</b>	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

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