



**ST ANN'S  
SCHOOL**

REDBANK PLAINS

**STUDENT SUPPORT PLAN  
2026**

## **St Ann's Mission and Vision - Teach Challenge Transform**

### **Vision:**

We are a Christ centred community, called to be who we are dreamed to be, contributing to a more just and caring world.

### **Mission:**

At St Ann's, we are a faith filled community, inspired by Jesus Christ to:

- **WELCOME** everyone, recognising and celebrating diversity.
- **BUILD** a community of learners who succeed through courage, perseverance and reflection.
- **NURTURE** respectful and loving relationships that honour the dignity of all.
- **GROW** a culture of justice and compassion for all creation, providing hope for the future.

Our values at St Ann's are – **Faith, Hope, Love and Courage**

### **Our School Context**

St Ann's Catholic primary school is located in the Archdiocese of Brisbane, in the eastern Ipswich suburb of Redbank Plains. As a co-educational school catering for Prep to Year 6, St Ann's opened its doors in 2020.

We welcome families from a wide range of cultural backgrounds and take pride in our school's unique character.

At St Ann's, we work in partnership with our community to ensure the best outcomes for every child. Our strong belief in our school mission unites us as a community.

### **Section A: Our Student Behaviour Support Systems**

#### **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,

We believe:

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students can learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- Behaviour is learned; therefore, responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and

active and informed citizens require ongoing teaching, encouragement and correction.

- Students need and want high standards for their behaviour. Maintaining high expectations does not require “get tough” or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.
- We focus on restorative responses rather than punitive reactions.

## 2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

### What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

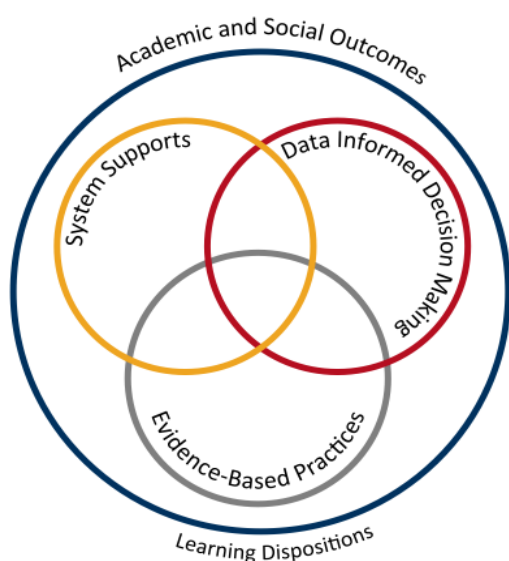


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

### Continuum of support and key features

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

### **Tier 1 Universal Supports:**

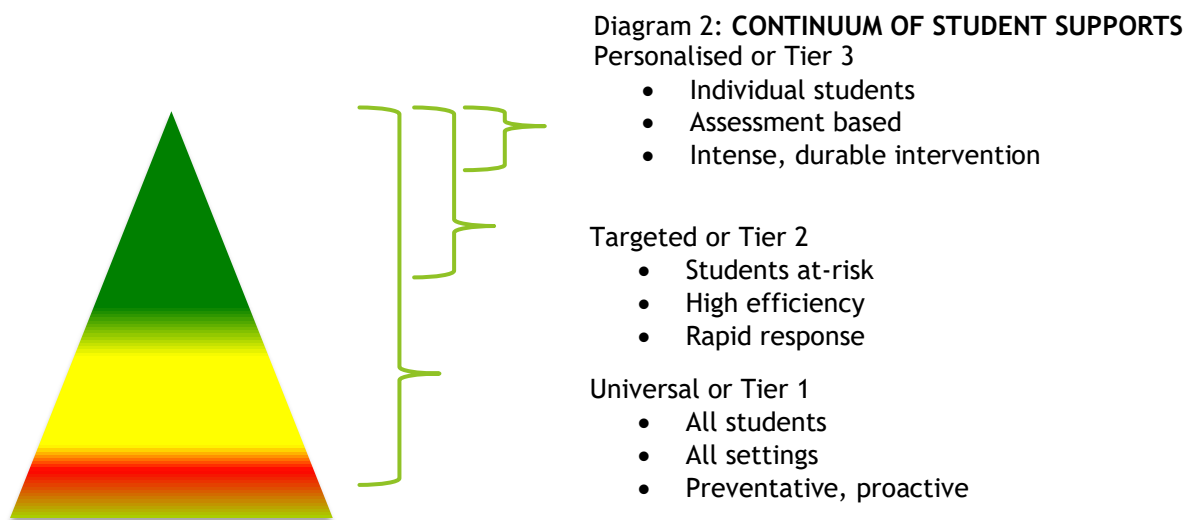
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

### **Tier 2 Targeted Supports:**

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

### **Tier 3 Personalised Supports:**

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



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

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

- St Ann's PB4L team is composed of leadership, support teachers, guidance counsellor and classroom teachers. The Support and Leadership Teams meet regularly where behaviour is an agenda item.
- Specific instances may be referred to the Learning Support Team (LST) which meets on Monday.
- Engage data is analysed at least twice a term by the PB4L team or the Assistant Principal and shared with teaching staff a staff meeting to enable staff voice in responding to schoolwide trends.
- Staff participate in ongoing professional learning to build capacity and consistency with

implementation of PB4L. Staff are actively supported with the PB4L 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:

- **Be Respectful**
- **Be Responsible**
- **Be Safe**
- **Be a Learner**

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.

A school would use their own school wide expectations. For St Ann's behaviour matrix, please see **Appendix A**.

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 each day, throughout the day, all year long.

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

- Beginning of school year orientation day
- St Ann's Way reminders each week – shared via morning assembly for students and weekly SWAY for staff.
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers – Yrs4-6 Buddies, Yr5 Leaders, Yr6 Mediators

### **3. Feedback: Encouraging Productive Behaviours for learning**

#### **Tier 1 Universal Supports:**

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term "feedback" for any

information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

**The encouragement strategies in place for school and classroom include:**

<p><b>Stann Award</b></p>	<p>These are given to students who demonstrates an attribute/ skill/ behaviour as part of the St Ann’s Way. This includes:</p> <ul style="list-style-type: none"> <li>• Be Responsible</li> <li>• Be Respectful</li> <li>• Be Safe</li> <li>• Be Faith Filled</li> </ul> <p>Teachers are required to have Stann cards with them including while on duty. Once a student receives the card, the relevant information is written on the card. This is then added to a class Stann Award Box. Each box is brought to Assembly where one card is drawn from each class box. The student will receive a prize.</p> <p>All extra cards can be sent home with the students afterwards.</p>
<p><b>Child of the Week Awards</b></p>	<p>The primary purpose is to recognise and celebrate each student’s positive attributes, skills and talents within their class community. Each week a student is randomly selected this ensures that every student can be recognised. The class discusses the selected student’s positive qualities. Awards are presented during scheduled whole school morning assemblies.</p>
<p><b>Academic Awards</b></p>	<p>Academic awards are designed to formally recognise and celebrate students’ academic achievements. Awards are presented to students who have achieved an ‘A’ or ‘B’ average in their Semester 2 reports. Awards are presented at the final school assembly for the year.</p>
<p><b>Deadly Time</b></p>	<p>Every Friday afternoon is Deadly Time. This is a time for <u>every student</u>, teacher and support staff to come together to interact in various activities to build strong relationships. Students will generally gather in their house teams and work on building connections with other students and teachers throughout the school.</p>
<p><b>Individual Classroom Reward Systems</b></p>	<p>This is each teacher’s personal classroom rewards. Some examples include points/ star system for year level rewards, individual rewards (stickers/ stamps, prize box, free time, student-choice activities)</p>

**Tier 2 Targeted Supports:**

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder

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

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

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

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

#### **Tier 3 Personalised Supports:**

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

#### **4. Feedforward: Responding to Unproductive Behaviours**

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

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

managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in **Appendix B**.

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 C** The Responses to Behaviour Flowchart highlights St Ann's processes.

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:

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

## **5. BCE Formal Sanctions**

In cases of ongoing challenging behaviours where the above strategies have been found to be ineffective or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P-6 and include:

### **Detentions**

Detention is any period where a student is required to remain at school, in a particular location. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on behaviour. All detentions will be recorded on ENGAGE.

- Detentions take place during break times.
- Detentions can be nominated by Leadership of teaching staff.
- Students on detention are supervised either in the office, support room in in the playground.
- Parents are notified by the staff member issuing the detention when a serious violation of the school rules has occurred.

### **Suspensions**

Suspension is imposed as a disciplinary measure (a consequence for the behaviour) and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable and allow time for the school to ensure adequate support is provide to all students.

Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

The Principal or Assistant Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The conditions relating to the suspension can be discussed with the parents/caregivers. Parents receive a phone call to notify them of the event, followed by a suspension letter outlining pertinent details (and avenues for appeal) with a time for a re-entry meeting. The purpose of the re-entry meeting is to have a collaborative discussion with all stakeholders and reflect on what occurred and what better choices could be made in the future. Students will not be able to return to the classroom until a re-entry meeting takes place.

**Exclusion**

Exclusion is the full-time withdrawal of a student’s rights to attend a school and school-related functions, on authority of the Learning Services Executive.

The purpose of exclusion is to:

- Signal that the student’s behaviour is not accepted in the school because it seriously interferes with the safety and wellbeing of other students and/or employees.
- Remove the student from an established environment in which unproductive behaviour patterns have become entrenched.
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student’s needs.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools. The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school can only be made by the Learning Services Executive on recommendation from the Principal, through the Senior Leader - School Progress and Performance, and the Head of School Progress and Performance.

In extreme circumstances, a Principal may, in consultation with the Senior Leader - School Progress and Performance, make a submission to the Head of School Progress and Performance, recommending the exclusion of a student from a school. The Head of School Progress and Performance must forward this submission with their own recommendation to the Learning Services Executive for decision.

The Learning Services Executive may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans, and despite these efforts the student’s behaviour has continued to be unproductive.

Additionally, if a student commits a serious illegal act or a serious breach of the School Behaviour Support Plan, the Principal may impose an immediate suspension and make a recommendation to the Learning Services Executive through the Senior Leader - School Progress and Performance, and Head of School Progress and Performance, for exclusion. In such a situation, the suspension will continue until such time as a decision is made in respect of the recommendation to exclude. In cases where recommending an exclusion from a school is being considered, the gravity of the circumstance requires that emphasis be given to all aspects of procedural fairness.

**For appeals, the school aligns to BCE processes.**

<b>Sanction</b>	Appeal process
<b>Suspension 1-5 day</b>	Appeal made to the school principal

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

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

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).

### Bullying is not:

- Mutual conflict – which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- A single act of unkindness or physical aggression, or aggression aimed at multiple people, is not considered bullying unless it develops into a repeated pattern of behaviour. .
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

## 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

Forms of bullying:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, offensive comments, spreading of rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliation, intimidation
- Racial: taunts, graffiti, gestures, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

In keeping with the above definition, “one off” incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are NOT defined as bullying (referenced from BCE guidelines).

At St Ann’s we:

- Openly talk about bullying – what it is, how it affects individuals, groups and the community and what we can do about it.
- Provide our students with opportunities to develop skills, which will build their self-awareness and self-management skills.
- Encourage students to ‘tell’ of incidents of bullying or of being bullied. Establish ‘telling’ as acceptable and responsible behaviour valued in our community.
- If bullying is confirmed, then see actions (response) below.

## **2. Teaching about Bullying and Harassment**

Everyone at St Ann’s is responsible for taking an active stance against all forms of bullying behaviour. The Principal is responsible for the implementation of the Behaviour Support policy and procedures. The Student Support Team take appropriate steps to ensure that the school community is regularly made aware of the policy and procedures that are in place.

The Australian Curriculum (including the personal and social capabilities) and the BCE Religious Education Curriculum (including Catholic Perspectives and the Catholic Social Teachings) are used to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Additionally, our CARE Expectations explicitly teach our school values of Respect, Hospitality and Compassion which show each person is made in the image of God and therefore are entitled to

Staff will:

- Act as role models of caring and tolerant behaviour.
- Listen to and respond promptly to reports of bullying.
- Endeavour to protect the target of bullying from further harm.
- Act to prevent the bullying behaviour reoccurring.
- Give strategies to the targets of bullying to empower them.
- Mediate between the two parties when appropriate.
- Report instances of bullying behaviours observed on the playground to the class teacher.
- Report all instances of bullying to the Student Support Team and record on Student Support Behaviour Explicitly teach bullying awareness through specific classroom lessons related to the Health and RE curriculums.
- Embed and explicitly teach the personal and social capabilities through units of work to support students to respond, report and react to bullying behaviours and engage in a productive and respectful manners with others.

### **3. Responding to Bullying and Harassment**

#### **Rights**

- Every person has the right to feel safe.
- Every person has the right to be treated with respect and fairness.
- Every person has the right to learn.

#### **Responsibilities:**

At St Ann's everyone's responsibility to take the necessary steps to stop bullying behaviour.

#### **Leadership Team will:**

- Ensure that expectations of children and teachers are clear.
- Communicate effectively and promote the school's behaviour management policy.
- Respond to each incidence of bullying in accordance with the procedures of this policy.
- Provide opportunities for whole school learning and awareness sessions in the form of incursions and assembly presentations.

#### **Staff will:**

- Model caring and tolerant behaviour.
- Discourage signs of bullying or anti-social behaviour.
- Be vigilant and observant for signs of bullying in the playground and classroom and actively listen and treat all incidences seriously.
- Teach and clarify what bullying is/is not to students to promote resilience through resources from No Way to Bullying Website
- Teach and promote resilience.
- Encourage students to report bullying incidences.
- Respond to all reported and observed incidences of bullying according to our Behaviour Support Plan (which sits within BCE's Behaviour Support Plan and Bullying and Harassment guidelines).
- Ensure bullying incidences are reported to a member of the Leadership Team.
- Provide children with skills and strategies to recognise and manage stress which may arise through relationships.
- Record identified bullying incidents, contact parents and promote positive partnerships between home and school.

#### **Students will:**

- Model appropriate behaviour – Say NO to bullying behaviours.
- Abide by the St Ann's Way.
- Use positive language and behaviour towards all others.
- Be 'Kids Who Care', in being a responsible bystander and taking appropriate action.
- Report to a staff member and/or their parents if they feel they are being bullied or if they witness any incidence of bullying.

#### **Parents will:**

- Listen sympathetically to reports of bullying from their children.
- Instruct children to speak to a staff member at school.
- Watch for signs that their child may be demonstrating bullying behaviour.
- Speak to relevant school personnel (not the alleged student/s concerned)
- Work in partnership with the school to discuss their concerns to address any bullying behaviour and seek assistance for their child.

#### **Response**

All staff must take all reports of bullying and harassment seriously and respond with the school team process which is:

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

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

1. Those involved will be interviewed (by teacher or Leadership member) and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, may be recorded and tracked according to the Behaviour Support Plan.
2. If bullying is identified, the teacher/ Leadership Team may choose to use the following methods (Rigby, K. 2013) with the children involved:
  - a. Mediation
  - b. Method of shared concern (if group involved)
  - c. Individual counselling

Parents of both the child exhibiting the bullying behaviour and the child who has been bullied will be notified of the level and severity of the incident and the school's response. A record of the incident is kept on the file using Engage. An action plan is formulated.

3. Support and Monitor - continued monitoring by the classroom teacher and support will take place for an agreed period of time. This will be dependent on a number of variables some of which may be:
  - a) age of students;
  - b) severity of incident;
  - c) frequency;
  - d) patterns of behaviour.Monitoring and support given will be recorded.
4. Continued bullying would result in a further action plan being devised, appropriate consequences for the student (see list below), and further dialogue with the parents. The Guidance Counsellor and/or Learning Support staff and BCE personnel may be involved in formulating this action plan. Responses to bullying may include and are directed at the bully:
  - a. Risk management procedures (e.g withdrawal from playground)
  - b. Teaching of social problem-solving strategies
  - c. Pastoral support for check ins and goal setting
  - d. Offering opportunities for reconciliation between victim and bully

- e. Ongoing counselling from appropriate agency
- f. Rewards for positive behaviour
- g. Internal suspension
- h. External suspension
- i. Assisted change of school

Students who are bullied will be:

- Encouraged to use strategies to empower them to deal with the bullying.
- Encouraged to speak to a teacher giving full details of the incident.
- Encouraged to develop and speak to a network of teachers and friends

Students who witness bullying will:

- Intervene if they can safely stop the bullying.
- Immediately seek teacher help if they can't stop the bullying.
- Report all incidents of bullying to a teacher or other member of staff.

## Preventing Bullying and Harassment

1. School wide processes regarding how to respond to unproductive student behaviours and allegations of bullying.
2. New and relief staff induction regarding school wide processes.
3. Staff professional learning that provide evidence-based ways to teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Communication with parents via School Newsletters and Learning Blogs to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.
4. Explicit teaching of social and emotional competencies among students e.g. HPE Curriculum and Personal and Social Capabilities.

## Key contacts for students and parents to report bullying

**Principal:** Julie Rey, jrey@bne.catholic.edu.au

**Assistant Principal:** Student and Staff Engagement: Kathleen Andzue, kandzue@bne.catholic.edu.au

**Assistant Principal:** Religious Education: Katie O'Kane, katie.okane@bne.catholic.edu.au

**Assistant Principal:** Learning and Teaching: Larissa Carter, lcarter@bne.catholic.edu.au

**Guidance Counsellor:** Shannon Flemming, sflemming@bne.catholic.edu.au

## Cyberbullying

Cyberbullying is treated at St Ann's 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.

## RESPONSE

All staff must take all reports of cyber bullying seriously and respond with the school team process which is:

- **Listen** carefully and calmly and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

- **Collect** information, document and evaluate, including examples from the involved student/s, staff and bystanders.
- **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.

## Resources

### The Australian Curriculum

- **The Health and Physical Education's** (v9.0) Personal, Social and Community Health Strand aims to enable students to access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation. Additionally, students are taught to develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships.
- **The Personal and Social Capability** (v 9.0) supports students to build their ability to regulate their thoughts, emotions and behaviours and this is organised into the four elements of self-awareness, self-management, social awareness and social management.

### Catholic Social Teachings

As a Catholic school, we are guided by the principles of Catholic Social Teaching which shines the light of the Gospel on the social justice issues that arise in the complex network of relationships in which we live. These teachings make use of reason, tradition and experience as well as Scripture to respond to social justice issues, and, as such, it underpins our approach to how we view each other. There are four key principles of Catholic Social Teaching which are: Human Dignity (everyone is made in the image of God and has an inalienable dignity that gives rise to human rights); Common Good (we are called to work for social conditions that allow every person and group to meet their needs and achieve their full potential); Solidarity (we need each other and can only grow and flourish and achieve our potential in relationship to one another) and Subsidiarity (decision making should be kept as close as possible to the grassroots – those most directly affected by a decision should have a key say in it). These principles underpin how we respond to bullying and unproductive behaviours generally.

- Other resources include:
- Bullying No Way website [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)
- Office of the eSafety Commissioner website [www.esafety.gov.au](http://www.esafety.gov.au)
- Adopt-a-Cop support

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## **Section C: Our Student Behaviour Support Data**

### **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.

- The Leadership meetings occur weekly where student behaviour data is a standard agenda item.
- The Student Support Team meets weekly to review requests for support submitted by class teachers. A Request for Support Process is in place where a case manager is assigned to coordinate the trial and review of: strategies, adjustments, interventions, external referrals and communication with all stakeholders.
- The PB4L team meets twice a term to review whole school data to identify trends in unproductive behaviours and this is fed back to all staff for actions to be discussed and trialled.

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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 – St Ann’s Behaviour Matrix

	Learning	Playing	Gathering	Moving
We are responsible	<ul style="list-style-type: none"> <li>Whole body listening</li> <li>Be organised</li> <li>Care for belongings</li> <li>Set, know and work towards goals</li> <li>On task behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Own your actions</li> <li>Games have rules</li> </ul>	<ul style="list-style-type: none"> <li>Show self-control</li> <li>Whole body listening</li> <li>Keep a tidy space</li> </ul>	<ul style="list-style-type: none"> <li>Walk between areas</li> <li>Respond promptly when required</li> <li>Use toilets - 'In, Do, Wash, Out'</li> </ul>
We are respectful	<ul style="list-style-type: none"> <li>Take turns</li> <li>Listen to others</li> <li>Value differences</li> <li>Use manners</li> <li>Care for our learning environments</li> </ul>	<ul style="list-style-type: none"> <li>Include others in games</li> <li>Speak in a friendly way</li> <li>Use manners</li> <li>Care for our school environments</li> </ul>	<ul style="list-style-type: none"> <li>Participate appropriately</li> <li>Be calm and patient</li> <li>Use manners</li> <li>Care for our environments</li> </ul>	<ul style="list-style-type: none"> <li>Greet others</li> <li>Use manners</li> <li>Respect the privacy of others</li> <li>Care for our environments</li> </ul>
We are safe	<ul style="list-style-type: none"> <li>Safe hands and feet</li> <li>Use equipment correctly</li> <li>Follow instructions</li> <li>Report any issues straight away</li> </ul>	<ul style="list-style-type: none"> <li>Safe hands and feet</li> <li>Stay in the correct area</li> <li>Wear a hat</li> <li>Use equipment correctly</li> <li>Report any issues straight away</li> </ul>	<ul style="list-style-type: none"> <li>Safe hands and feet</li> <li>Enter and leave calmly and carefully</li> <li>Sit when eating</li> <li>Report any issues straight away</li> </ul>	<ul style="list-style-type: none"> <li>Safe hands and feet</li> <li>Move safely</li> <li>Report any issues straight away</li> </ul>
We are faith filled	<ul style="list-style-type: none"> <li>Learn from mistakes</li> <li>Recognise the good in others</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and include others</li> <li>Play fairly</li> </ul>	<ul style="list-style-type: none"> <li>Participate in prayer rituals</li> <li>Acknowledge our faith</li> </ul>	<ul style="list-style-type: none"> <li>Be calm and patient</li> <li>Consider others</li> </ul>

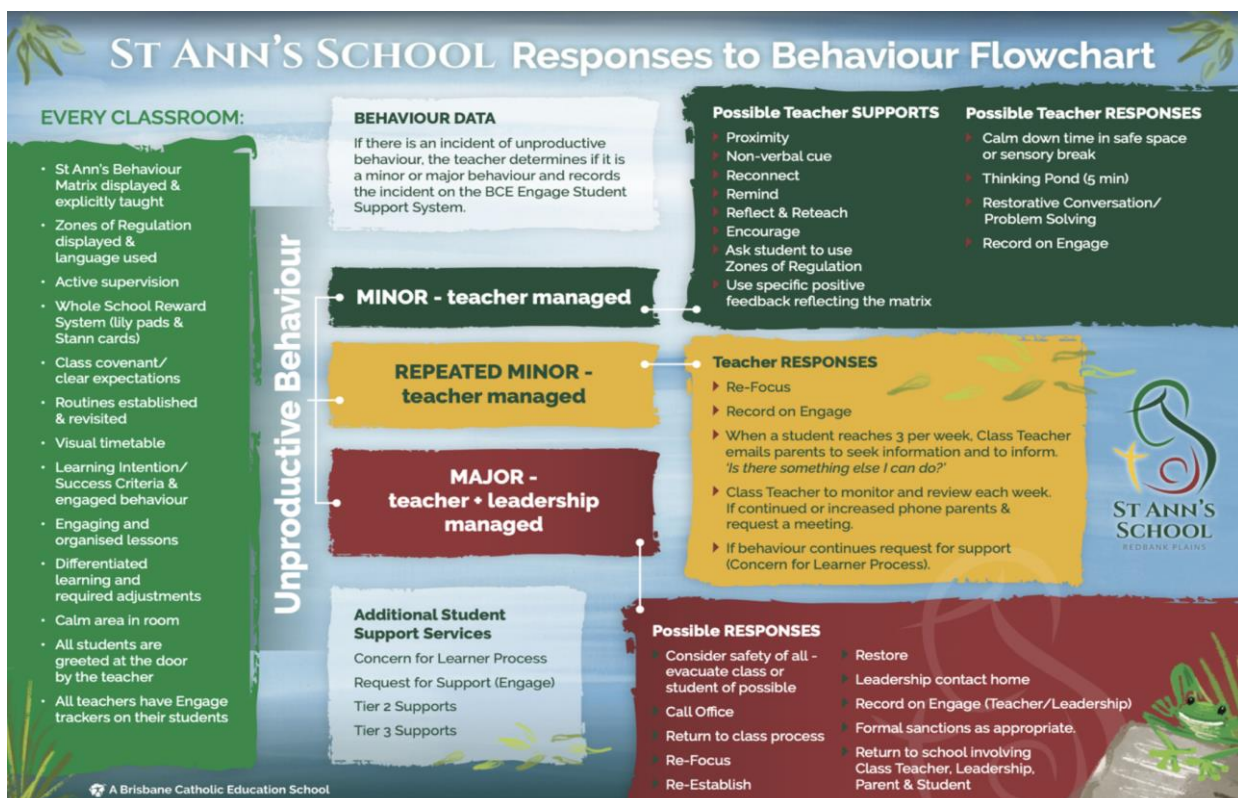


**ST ANN'S SCHOOL**  
REDBANK PLAINS

**The St Ann's Way**  
responsible • respectful • safe • faith filled



## Appendix B – Responses to Behaviour Flow Chart



## Appendix C – Behaviour Definitions

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an “idiot”, swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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”
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school’s dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated “off limits” at that particular time	
<b>10</b>	Lying/Cheating	Student engages in “White Lies”	“I came first”, “It wasn’t me!”, “I didn’t do it”
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone’s misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive	Swearing, aggressive stance, language directed to hurt or show disrespect,

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		manner intended to harm, distress coerce or cause fear	intimidating body language, intimidating tone of voice
<b>2</b>	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
<b>3</b>	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.
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in	Throwing a computer, graffiti of school buildings, arson

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		substantial destruction or disfigurement of property	
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.
<b>11</b>	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)
<b>12</b>	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
<b>13</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>14</b>	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
<b>15</b>	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>16</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>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>17</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>18</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>19</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

Issue date: 18/03/2026

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18/03/2027