

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Belong, Challenge, Grow



Good Shepherd is committed to the safety and wellbeing of all students. Good Shepherd respects and values the dignity, self-esteem and integrity of every child and young person, based on our Christian belief that every person is made in the image of God and children, and young people are entrusted to us by the love of God. Each person is called by name (Staff, Parents, Students), connected to the school's motto and knowing that our Good Shepherd calls each one of us by name.

Good Shepherd is placed under the patronage of Venerable Catherine McAuley. At the heart of Catherine McAuley's understanding of God's mercy are several values which should pervade and give character to every mission, in every time and place, for which today we as Good Shepherd community is responsible as part of this mission.

Good Shepherd is committed to ensure that our education and all areas in which our staff minister and our community aspire to being mercy to others, are based on the Mercy Tradition which holds the following values:

- **Mercy:** We act compassionately and courageously, open to others and to their needs, nurturing hope and joy.
- **Hospitality:** we create a community where all feel welcome, through openness to people, ideas and challenges
- **Acceptance:** We embrace unconditionally the uniqueness and diversity of people, fostering quality and fairness in relationships.



- **Excellence:** We are committed to quality, continuous learning and improvement.
- **Dignity:** We treat all people with respect, accepting their right to spiritual, emotional and physical safety and care.
- **Empowerment:** We assist and advocate passionately for and with people, enabling them to make life enhancing choices and to gain control over life shaping decisions.
- **Integrity:** We act ethically, justly and honestly to all including an appreciation for ecology.

As a Catholic School community, it is important for all members to understand what Good Shepherd's Mission of Purpose is. Each year this is broken open through Good Shepherd's Induction Program. Our mission statement assists the community to understand the school's educational goals.

This is an explanation of Brisbane Catholic Education as well as Good Shepherd's mission statements.

Our School Context

Good Shepherd Catholic Primary School is Prep to Year 6 and is located at 58 Opperman Drive, Springfield Lakes, close to the town centre and with easy access from all greater Springfield and beyond. Good Shepherd opened its doors on Wednesday, January 30, 2013. The school's four-hectare site has been master-planned to provide high-quality, technologically rich flexible learning facilities, which provide a welcoming, safe and developmentally appropriate environment. All classroom and school environments are designed to be intellectually, social and physically conducive to learning. We are growing, as is the area of Springfield, and 2025 has seen Good Shepherd accommodate its first four-stream Prep class of students. The school's catchment area includes the suburbs within the Springfield development, as well as some areas near Greenbank and New Beith. Population growth in these areas is expected to be significant for the primary school-aged population over the coming years.

As a member of the Brisbane Catholic Education community, Good Shepherd Catholic Primary School is guided by the common beliefs and values of our education system. Pedagogy and practices are reflected in the day-to-day decisions that are made about learners and learning. The aim at Good Shepherd Catholic Primary School is for all students to become reflective, self-directed learners.

Our community of Good Shepherd, as part of Brisbane Catholic Education (BCE) schools, values an inclusive approach to student support to enable students to successfully complete their studies. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

As Catholic educators, we hold fundamental beliefs that are foundational to our work with students, parents, colleagues and the broader community. As such we value: our Catholic Christian tradition; dignity and justice for all; Catholic Christian community; high quality learning; collaboration and subsidiarity (shared wisdom); creativity; stewardship; and a mutual accountability.

In Catholic schools the goal of **formation in right behaviour** and **respectful relationships** occurs in a supportive community where students are provided with models of Christ-centred living and where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

A language of learning provides a common shared language that teachers and students can use when talking about their learning and themselves as learners.

VISION FOR LEARNING AND TEACHING

<p>Faith</p> <p>WE:</p> <ul style="list-style-type: none"> • Live the core principles of our faith and Mercy Charism while recontextualising our Catholic world view. • Respect the uniqueness of all faith communities. • Are called to social justice action. 	<p>Learning and Teaching</p> <p>WE:</p> <ul style="list-style-type: none"> • Design learning experiences that engage and challenge. • Use evidence-based practises and emerging technologies. • Hold high expectations to reach our potential. 	<p>Wellbeing</p> <p>WE:</p> <ul style="list-style-type: none"> • Create a culture of safety enabling each to thrive personally and in relationship with others. • Actively develop genuine partnerships. 	<p>Community</p> <p>WE:</p> <ul style="list-style-type: none"> • Value diversity and collaboration. • Embrace multiple perspectives to enrich our school.
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A Brisbane Catholic Education School

The **Vision for Learning and Teaching** at Good Shepherd Catholic Primary School is aligned with the Alice Springs (Mparntwe) Education Declaration. The declaration emphasises the importance of promoting equity and excellence, so that all students can be successful learners and confident, creative individuals to become active and informed citizens. At Good Shepherd we are guided by the Brisbane Catholic Education Learning and Teaching Framework and Education Strategy to plan, teach, assess and report using the Australian Curriculum. In 2025, we will be using Version 9.0 of the Australian Curriculum for English, Mathematics, Science, HPE, Technologies, HASS, The Arts and Japanese.

Good Shepherd follows the guidelines outlined in BCE's Curriculum Compass: Guiding direction for planning, teaching, assessing and reporting requirements. Teachers have a vital role in ensuring curriculum compliance. Their responsibilities include:

- **Planning:** Developing unit plans that align with the requirements set by the Non-State Schools Accreditation Board (NSSAB)
- **Teaching:** Delivering engaging and effective instruction that meets the diverse needs of all students
- **Assessing:** Conducting regular assessments to evaluate student progress and understanding
- **Reporting:** Providing twice annual reports on student performance to stakeholders

Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish an effective verbal community for all staff and students and across all settings. Agreed upon student expectations promote consistency across the school community and help develop similar tolerance levels.

Consultation and Review Process

A consultation process has been in place since 2012. See table below which provides a timeline. The policy is reviewed every two years which includes a high-level check performed annually.

Consultation and Review Process Table

Year	Planning	Way Forward
2012	Setting up Plan	Judith Anne Seery (Principal) and Terese Shephard (APRE) met with Linda Llewellyn (Senior Education Officer - Student Wellbeing) to discuss set up Behaviour Learning Plan
2012 Nov.	Staff Induction	Establish criteria for Behaviour Learning
2013 January	PD Staff in-service	Establish Behaviour Learning Matrix and poster
2013 Term 2	Development of process for referrals	Staff develop process and reflection sheet for Office referrals
2014 January	PD Staff in-service	Reviewed Behaviour Learning expectations

2014 Term 1	Geraldine Rollos in-service	Leadership Team on Student database
2014 Term 1	Sandy Armsden (Senior Education Officer – Student Wellbeing) Meeting	Positive Behaviour 4 Learning with Leadership Team
2014 Term 2	Planning	Develop Behaviour Learning Discussion sheet
2014 Term 2	Sandy Armsden (Senior Education Officer - Student Wellbeing)	Staff meeting re Positive Behaviour 4 Learning
2014 Term 2	Terese Shephard	Positive Behaviour 4 Learning for Leadership Teams
2014 Term 2	Develop	Develop Tier 2 Targeted Support process – CARE sheets
2014	Staff meetings	Ongoing consultation and development of behaviour learning
2014 Term 3/4 2015	Judith Seery and Sandie Thorncraft	Work with BCE re Positive Partnerships Course
2014 Term 4	Work on document	Prepare for Positive Partnerships November 19 2014
2015 Term 1	FACE Meeting	Present to parent group at FACE meeting
2015 Term 2	Dr Annette Duffy	Behaviour Plan endorsed by Principal and Area Supervisor
2015 Term 2	Publish	Behaviour Learning Plan published to school community (brochure & website)
2015 Term 1	Plan and implement	Plan and implement <i>Positive Behaviour 4 Learning</i> as part of the Positive Partnerships Program Matrixes - (<i>Judith Seery and Sandie Thorncraft</i>)
2015	PD January 2015	Work with staff re <i>Positive Behaviour 4 Learning</i> .
2015	Work with Staff	Implementing <i>Positive Behaviour 4 Learning</i>
2015	FACE Term 3	In-service families
2016	Reviewed	Behaviour Learning Plan reviewed due to continuing increase in school numbers

2017	PD – BCE 12 Months	Plan and implement <i>Positive Behaviour 4 Learning</i> as part of the Positive Partnerships Program focus on emotional regulations (<i>Terese and Jess</i>)
2017	PD – BCE 12 Months	Plan and implement <i>Positive Behaviour 4 Learning</i> as part of the Positive Partnerships Program focus on whole school language and emotional regulations (<i>Lesley and Mel</i>)
2018	Reviewed	Due to increase in enrolment numbers and External Review process.
2019	Reviewed 22/05/2019	Due to increase in enrolments and NSSAB requests.
2020	Reviewed 14/05/2020	As per annual update
2021	Reviewed 17/03/2021	Section B inclusions of Formal Sanctions and inclusion of Data informed decisions.
2022	Reviewed 24/05/2022	Updated Mission Statement
2023	Reviewed 2023	
2024	Reviewed 30/01/2024	Alter Behaviour Matrix and Version 9 Personal and Social Capabilities
2025	Reviewed 06/03/2025	Including Berry Street Trauma Processes. Rock 'N Water Program.

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.

Good Shepherd responds to students to meet their academic and social needs. These beliefs reference the latest research and literature in positive behaviour supports (PBIS), BCE Learning and Teaching framework, approved curriculum, behavioural science, neuroscience of learning and social emotional learning.

At Good Shepherd Catholic Primary School, we are committed to providing the best possible educational opportunities for all students in an environment where all members of our community feel a sense of connectedness and belonging, and where quality teaching and learning maximises educational, social, emotional, physical and spiritual outcomes for all. Good Shepherd staff communicate with parents by phone, email or in person, should it be required to ensure that students engage with taking

ownership for their behaviour learning as to how to self-regulate, using positive strategies and language.

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour-support:

- *“The Declaration places students at the centre of their education by emphasising the importance of meeting the individual needs of all learners, and outlines education’s role in supporting the wellbeing, mental health and resilience of young people.”* (Alice Springs (Mparntwe) Education Declaration)
- *“Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum”* (ACARA)
- *“.....the Berry Street Education Model helps educators gain new perspectives, strategies and skills to build safer, healthier and more engaging classrooms for all students.”* (<https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model/>)
- Behaviour is learned; therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- 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.

The Berry Street Education Model is used to support the universal teaching of all students, including those who have experienced trauma. The 2 strategies that are being used across the school by classroom teachers are:

- Welcome Circle- run each morning in pastoral groups

- Ready to Learn Plans- written by each student to support engagement using the Zones and Engine work listed above.

Ready to Learn Plan

Sometimes at school, I get escalated or frustrated when this happens: <i>(Example: When someone in my group is too loud, and I cannot learn.)</i>
When I get escalated or frustrated, my behavior can look like: <i>(Example: I want to tell them to be quiet and to move away from me.)</i>
The physical response in my own body is: <i>(Example: I can feel my heart rate increase and I take shorter breaths.)</i>
Some things that I can do to help myself de-escalate are: <input type="checkbox"/> Take a deep breath or mindful breathing <input type="checkbox"/> Ask for a 2 minute or 5 minute time out <input type="checkbox"/> Spend time in the sensory station <input type="checkbox"/> Go for a short walk <input type="checkbox"/> Ask to talk to a friend or teacher What else works for both you and your teacher?
Our class will review and improve our Ready to Learn Plans on this date:

Morning Circle



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

What is Positive Behaviour for Learning?

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

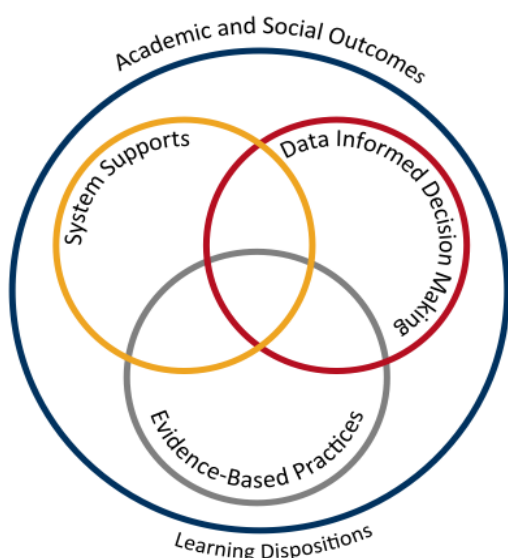


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

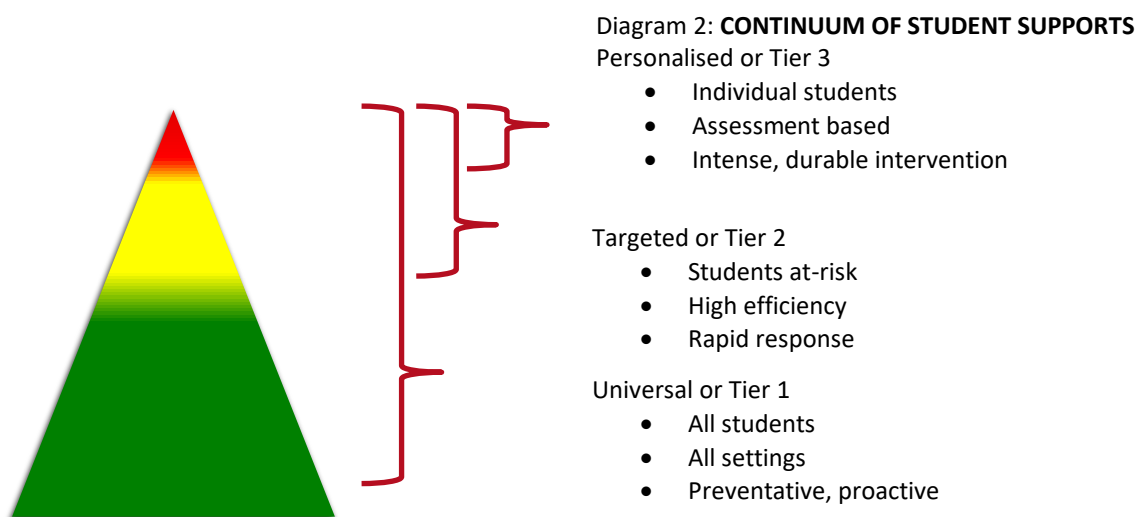
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

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

Good Shepherd Catholic Primary School PB4L team consists of a universal support team which includes teachers and school officers, Support Teacher: Inclusive Education, Guidance Counsellor and Leadership Team for consistency.

Meetings occur weekly during both the Leadership and Learning Support Meetings, as well as weekly year-level planning sessions. Relevant information is uploaded to Engage Student Support Data System. Staff participate in professional learning, so as to build capacity with the ongoing implementation of PB4L. Staffs' effective pedagogy engages the students.

Good Shepherd has a school-wide involvement in a professional learning plan linked to the Annual EIA and School Goals.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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Good Shepherd's expectations are:

Good Shepherd's 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 set of Positive Behaviour 4 Learning behavioural expectation in specific setting has been attached to each of our school 'rules'. The Positive Behaviour 4 Learning Expectations Teaching Matrix below outlines our agreed specific behavioural expectations in all school settings.

GOOD SHEPHERD CATHOLIC PRIMARY SCHOOL SCHOOL WIDE PB4L FRAMEWORK					
At GOOD SHEPHERD	When LEARNING	When PLAYING	When GATHERING	When TRANSITIONING	In all areas WE...
We are SAFE when we...	<ul style="list-style-type: none"> Are digitally aware 	<ul style="list-style-type: none"> Wear a hat 	<ul style="list-style-type: none"> Transition calmly, carefully and quietly 	<ul style="list-style-type: none"> Walk on pathways Move safely 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use equipment correctly Follow all instructions Ask for help when needed
We are RESPECTFUL when we...	<ul style="list-style-type: none"> Take turns listening to others 	<ul style="list-style-type: none"> Include others in games Accept the rules 	<ul style="list-style-type: none"> Are patient with others 	<ul style="list-style-type: none"> Use toilets correctly 	<ul style="list-style-type: none"> Care for our equipment Use kind words Care for the space we are in Greet others and use names
We are a LEARNER when we...	<ul style="list-style-type: none"> Use whole body listening Are organised Care for belongings Work towards set goals 	<ul style="list-style-type: none"> Are responsible for our behaviour Agree on and follow the rules Listen to the rules 	<ul style="list-style-type: none"> Use whole body listening Engage Take part in rituals 	<ul style="list-style-type: none"> Follow all instructions 	<ul style="list-style-type: none"> Engage in learning

Good Shepherd called by name to learn

In addition to Good Shepherd’s school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum V9. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

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

- Explicit teaching around how we do school at Good Shepherd in the first two weeks of Term 1 and revisited regularly throughout the year.
- Checking regularly with parents during Traffic Management drop off and pick up
- Celebration of Learning sessions at the end of each term
- Pastoral care check-ins
- Check-in, Check-out
- Check and Connect
- Explicit teaching around the expectations
- Social Stories
- Circle Time
- Ready to Learn Plans (Berry Street)
- Starting each day with a Welcome Circle (Berry Street).

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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.

Whole school practices that encourage expected and effective behaviours	Learning Pods practices that encourage expected and effective behaviours including affirmation of learning successes and goal setting that enables learners to articulate their progress.
Fortnightly Assembly Awards	Learners’ affirmation through feedback
Spirit of Good Shepherd Awards – per semester	Learners’ affirmation through feedback and feed forward sessions
Annual Awards – Good Shepherd’s Way of Being Community Award, Catherine McAuley Award, Foundation APRE Award	Preparation throughout the year for the Annual Awards through explicit Learning and Teaching focusing on how we do school.

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, which is common practice at Good Shepherd.
- Check and Connect- the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor. This mentor both advocates for and challenges the student and partners with the family. The "Check" refers to systematic monitoring of student performance variables (e.g. absences, lates, behavioural referrals, grades) and the "Connect" refers to personalized, timely intervention focused on problem solving, skill building, and competence enhancement.
- Social Skills Groups/Programs. This intervention involves directly teaching of social stories/skills in the classroom setting or during withdrawal to enhance a student's ability to interact with peers and adults. A teacher and/or guidance counsellor facilitates this type of group. We currently run the following groups:
 - **Calm Club for Students:** internalise any worry at school and can reports distress about this worry at times.
 - **Social skills:** small groups learning skills through group board games.
 - **Games Time:** adult support to engage in a turn taking board game with a range of peers to build pragmatic skills and friendships.
 - **How to be a Social Detective:** teaching of the tools used to read and act in social situations: Looking, Listening, Feeling and Thinking.
 - **'My Friends Book', Social Skills Intensive Support:** The building of a personal friendship book to learn more about a range of peers in the class and begin to make positive connections with them.

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 offered at Good Shepherd include:

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

4. Feedforward: Responding to Unproductive Behaviours

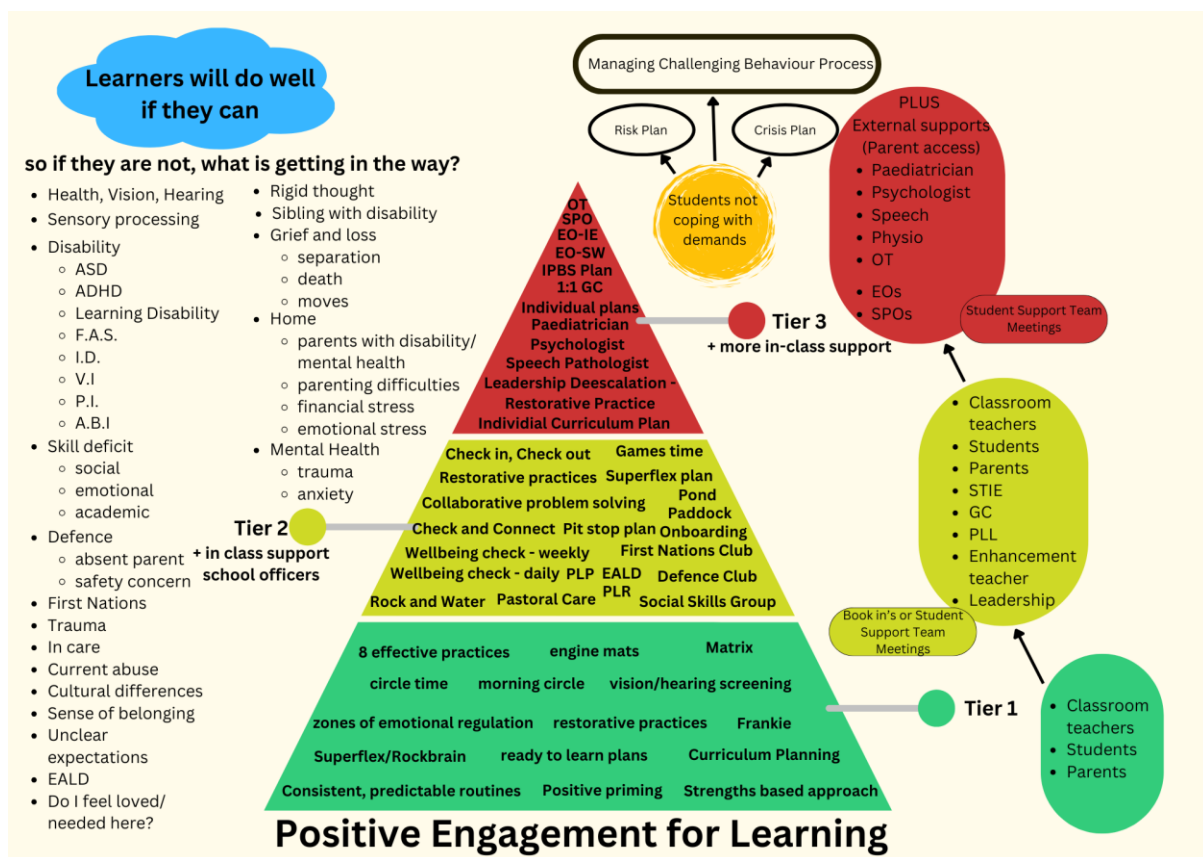
Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some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

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

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

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
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



(The graphic above outlines our Positive Engagement for Learning approach and the support available at each level).

In addition, de-escalation crisis prevention and support strategies, which include the following response, inclusive of the following processes that are in place to de-escalates the situation resulting in Restorative Justice:

Processes





Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

- **Tell** – introduce the expected behaviour and why it is important
- **Show** – demonstrate or model the rule
- **Practice** – role play expected behaviour in relevant contexts
- **Monitor**
 - Pre-correct
 - Supervise
 - Provide positive feedback
- **Reteach** – practice throughout the day/week/month/year (Teaching and reinforcing. Look at other ways of doing it).

Research has shown that *Positive Behaviour 4 Learning* improves a school's environment and helps keep students and teachers in safe and productive classrooms by:

- reducing disciplinary incidents
- improving attendance rates
- increasing students' sense of belonging and safety
- supporting improved academic outcomes
- improving interpersonal relationships

For example, at Good Shepherd we use the zones of regulation where learners discuss which zone they are in (red, green, blue, yellow), how they are feeling and what strategies they can use to get back into the green zone. All emotions are acceptable, but it is what you do when you're experiencing a certain emotion is what's important. All staff wear a lanyard and use the language when working with learners.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Explicit Teaching	Practices
<p>Explicit teaching provides a consistent approach across the whole school:</p> <ul style="list-style-type: none"> • An agreed upon and common language approach to behaviour management • The <i>Behaviour Expectation Matrix</i> of positively stated expectations for students and staff that is explicitly taught by teachers which is displayed throughout the school. • Procedures for teaching the expectations • A continuum of procedures for encouraging expected behaviours and discouraging inappropriate behaviours including: <ul style="list-style-type: none"> • School wide reward systems • Classroom reward systems – extrinsic and intrinsic • Expected behaviour flowchart • Classroom 'Rights and Responsibilities' • Classroom wellbeing kits including Rockbrain and Superflex (see below) resources, zones of regulation resources. • Welcome kits for new students who come with a diagnosis which include a social story with photos of themselves around the school. 	<p>Student behaviour is supported with evidence-based interventions and strategies by providing:</p> <ul style="list-style-type: none"> • Positive expectations; explicitly taught and encouraged • Active supervision by ALL staff • Pre-corrections and reminders • Positive reinforcement and acknowledgements • Contextual adjustments – alter environment to fit issues. • Weekly circle time sessions.

SUPERFLEX[®]



(Images above from our Superflex and Rockbrain wellbeing resources).

At Good Shepherd, we believe that all children are capable of displaying positive behaviours that are appropriate in all areas of school life. We recognise, however, that children make mistakes in their behaviour and that it is important that we are clear and consistent in our responses. We also believe that children need to learn appropriate behaviours and self-regulating strategies. We therefore take a proactive approach to behaviour in ensuring that desired behaviours are taught in context with support.

Our Behaviour Management Matrix (below) outlines our proactive approach to behaviour management.

Tier One Behaviour <i>Addressed at the time and place and recorded in Engage.</i>	Tier Two Behaviour <i>Addressed at the time, recorded in Engage and leadership advised.</i>	Tier Three Behaviour <i>Recorded in Engage and referred to Leadership to address.</i>
Example Behaviours	Example Behaviours	Example Behaviours
<ul style="list-style-type: none"> • Out of bounds/playing in inappropriate areas. • Being late to class from breaks. • Off task behaviour or work refusal. • Unsatisfactory completion of tasks. • Pushing/tackling/fighting/games. • Low level non-compliance. • Deliberately annoying or distracting others. • Speaking unkindly to adults or peers. 	<ul style="list-style-type: none"> • Repeated Tier One behaviours. • Swearing (indirect). • Teasing others. • Aggressive/intimidating behaviour. • Vandalism/graffiti on school or others' property (minor). • Throwing/kicking other people's property. • Walking away from an adult/failing to respond. • Offensive comments (incidental-without 	<ul style="list-style-type: none"> • Repeated Tier Two behaviours. • Fighting/violence. • Repeated intimidation or threats (bullying). • Verbal abuse. • Purposeful racism/sexism. • Serious theft. • Repeated/significant vandalism/graffiti on school or other property. • Behaviour causing injury to others. • Inappropriate/sexualised behaviour.

<ul style="list-style-type: none"> • Not wearing a hat during play. • Littering. • Disrupting class lessons. • iPad misuse. 	<ul style="list-style-type: none"> realising the full connotations). • Minor theft. • Minor IT breaches. 	<ul style="list-style-type: none"> • Serious breaches of internet and technology policy.
Possible Consequences	Possible Consequences	Possible Consequences
<ul style="list-style-type: none"> • Walk with/sit with teacher. • Redirected to another activity/space. • Determined within individual class management. • On playground use 'Find Five' restorative conversation. 	<ul style="list-style-type: none"> • Expected behaviour retaught and rehearsed (role play, etc.) • Teacher to contact parent for discussion. • Consequences to match the behaviour. • On playground use 'Find Five' restorative conversation. 	<ul style="list-style-type: none"> • Parents contacted/meeting arranged. • Withdrawn from playground/classroom for period of time to be determined by leadership. • Loss of school privileges e.g. iPad removed. • In-school suspension. • At-home suspension.
Response Ideas	Response Ideas	Response Ideas
<ul style="list-style-type: none"> • Restorative activity – apology, fix the problem, complete task at another time. • Stop & Remind. • Model and reteach appropriate behaviour with reminders at the next opportunity. • Intervene and mediate with students involved. • Connect to class covenant. • Circle time. 	<ul style="list-style-type: none"> • Social Story co-constructed. • Restorative practices (apology, letter, conversation, etc.) • Behaviour plan/goal developed. • Check-in/Check-out process with focus on specific behaviour. • Zones of emotional regulation discussion/activities. • Circle time. 	<ul style="list-style-type: none"> • Individual behaviour plan developed and communicated with relevant personnel. • Restorative practices/conversations. • Check-in/check-out with leadership member. • Meet with teacher to discuss. • Re-entry meeting arranged with parent.

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 – 1.

• Detention

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. 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 their behaviour. All detentions, including 'non-class'

time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

- **Suspension**

Suspension is imposed as a disciplinary measure, 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. 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. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents’/caregivers’ responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The Principal, by email, will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration. When a suspension occurs, a re-entry meeting will be arranged before the student returns to class. At this meeting expected behaviours will be discussed.

- **Exclusion**

Exclusion is the full-time withdrawal of a student’s right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE’s Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For appeals, the school aligns to BCE processes, as outlined below.

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 SchoolProPer@bne.catholic.edu.au
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.

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

Good Shepherd Catholic Primary School is committed to planning and providing a high quality, 21st century Catholic education; an education focused on the development of the human person created whole in the image and likeness of God, (Genesis 1:27) bringing faith, life and culture into our school life. Our dedicated and professional staff deliver personalised and authentic learning opportunities for all students. Good Shepherd staff want every child to achieve a high standard of learning and be given the opportunity to celebrate their success and talents. Therefore, as a Catholic School in the Archdiocese of Brisbane, all students are provided with opportunities to develop positive behaviours and self-discipline, in a safe, supportive environment, where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

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

During the school year capacity is built in the entire community to understand what bullying is. The following is taught to both staff and the school community, each year:

- During the pupil free days an online compliance course, *Staff Code of Conduct*, is completed where reminders about terminology of bullying and signs of bullying are covered.
- Term 1 - Students are reminded who the student protection contacts are across the school, and they are the persons to report bullying to. Rock and Water Program is implemented.
- Term 2 - ***No Bullying*** focus on what bullying is and what is not. Students are reminded to always report bullying to an adult. Students are reminded of the student protections contacts. Rock and Water Program implemented.
- Term 3, Conflict Resolution reminders. During the term, newsletter communication to parents around school run programs such as Rock and Water Program is provided. A class presents this content on assembly to educate other students.

During the year, newsletter communication about bullying will be provided to the community.

2. Teaching about Bullying and Harassment

Everyone is created in God's own image, we find inscribed in our hearts one core universal vocation, that is, to love and to be loved (Pope Paul VI, 1965).

At Good Shepherd, healthy relationships and wellbeing is taught within the Australian Curriculum: Health and Physical Education V9. This area of the Australian Curriculum provides BCE with a framework to embed a Catholic perspective on relationships. This perspective particularly draws attention to the importance of living safely and ethically. Therefore, it is imperative to incorporate Child Safety education that aligns with Australian legislative requirements and the Daniel Morcombe Child Safety resources. We also ask a guest speaker in to run a parent information session on eSafety.

At Good Shepherd, we believe that everybody has the right to feel safe. Therefore, bullying behaviour at Good Shepherd is unacceptable and will not be tolerated. As a catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.

At Good Shepherd Primary School, students from Prep to Year 6 are explicitly taught about healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

Teachers plan, assess and report from the Australian Curriculum V9. These topics are covered through the Health and Physical Education curriculum as well as through the General Capability of Personal and Social Capability. The following table outlines how each year level teaches about bullying and harassment behaviours, through the Australian Curriculum:

Year Level:	ACARA Connection:
Prep	<p style="text-align: center;">V9 Achievement Standard</p> <p>Students demonstrate personal and social skills to interact respectfully with others.</p> <p>Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.</p> <p style="text-align: center;">Personal, Social and Community Health</p> <p style="text-align: center;">practise personal and social skills to interact respectfully with others AC9HPF02</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Self-awareness</p> <ul style="list-style-type: none"> • <u>Reflective practice</u> <p style="text-align: center;">Self-management</p>

	<ul style="list-style-type: none"> • <u>Goal setting</u> <p style="text-align: center;">Social awareness</p> <ul style="list-style-type: none"> • <u>Empathy</u> • <u>Relational awareness</u> <p style="text-align: center;">Social management</p> <ul style="list-style-type: none"> • <u>Communication</u> • <u>Collaboration</u> • <u>Leadership</u> • <u>Decision-making</u> • <u>Conflict resolution</u> <p style="text-align: center;">Students explore how to seek, give or deny permission respectfully when sharing possessions or personal space. AC9HPF04</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Social management</p> <ul style="list-style-type: none"> • <u>Communication</u> • <u>Decision-making</u> <p style="text-align: center;">Students demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe. AC9HPFP05</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Social management</p> <ul style="list-style-type: none"> • <u>Leadership</u> • <u>Decision-making</u>
Years 1 and 2	<p style="text-align: center;">V9 Achievement Standard</p> <p style="text-align: center;">Students describe how emotional responses affect their own and others' feelings.</p> <p style="text-align: center;">Students demonstrate skills and describe strategies required to develop respectful relationships.</p> <p style="text-align: center;">Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.</p> <p style="text-align: center;">Personal, Social and Community Health</p>

	<p>Students identify how different situations influence emotional responses. AC9HP2P03</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Self-awareness</p> <ul style="list-style-type: none"> • <u>Emotional awareness</u> <p style="text-align: center;">Self-management</p> <ul style="list-style-type: none"> • <u>Emotional regulation</u> <p>Students identify and explore skills and strategies to develop respectful relationships. AC9HP2P02</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Social awareness</p> <ul style="list-style-type: none"> • <u>Empathy</u> • <u>Relational awareness</u> <p style="text-align: center;">Social management</p> <ul style="list-style-type: none"> • <u>Communication</u> • <u>Collaboration</u> • <u>Leadership</u> • <u>Decision-making</u> • <u>Conflict resolution</u> <p>Students practise strategies they can use when they need to seek, give or deny permission respectfully. AC9HP2P04</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Social management</p> <ul style="list-style-type: none"> • <u>Communication</u> <p>Students identify and demonstrate protective behaviours and help-seeking strategies they can use to help them, and others stay safe. AC9HP2P05.</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Social management</p> <ul style="list-style-type: none"> • <u>Decision-making</u>
Years 3 and 4	V9 Achievement Standard

Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.

Students apply skills and strategies to interact respectfully with others.

Students describe the influences that inclusion and stereotypes have on choices and actions.

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Personal, Social and Community Health

Students investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts. AC9HP4P01

Personal and Social Capability

Self-awareness

- Personal awareness

Self-management

- Goal setting
- Perseverance and adaptability

Students plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty. AC9HP4P02

Personal and Social Capability

Self-awareness

- Reflective practice

Self-management

- Perseverance and adaptability

Students explain how and why emotional responses can vary and practise strategies to manage their emotions. AC9HP4P06

Personal and Social Capability

Self-awareness

- Emotional awareness

	<p style="text-align: center;">Self-management</p> <ul style="list-style-type: none"> • <u>Emotional regulation</u> <p>Students rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required. AC9HP4P07</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Social management</p> <ul style="list-style-type: none"> • <u>Communication</u> <p>Students describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations. AC9HP4P08</p>
<p>Years 5 and 6</p>	<p style="text-align: center;">V9 Achievement Standard</p> <p>Students propose strategies to manage emotions, developmental changes and transitions.</p> <p style="padding-left: 40px;">Students propose strategies to demonstrate respect, empathy and inclusion.</p> <p style="padding-left: 40px;">They explain how stereotypes influence roles and responsibilities.</p> <p>Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.</p> <p style="text-align: center;">Personal, Social and Community Health</p> <p>Students investigate resources and strategies to manage changes and transitions, including changes associated with puberty. AC9HP6P02</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Self-awareness</p> <ul style="list-style-type: none"> • <u>Reflective practice</u> <p style="text-align: center;">Self-management</p> <ul style="list-style-type: none"> • <u>Perseverance and adaptability</u> <p>Students apply strategies to manage emotions and analyse how emotional responses influence interactions. AC9HP6P06</p> <p style="text-align: center;">Personal and Social Capability</p> <p style="text-align: center;">Self-awareness</p>

- Emotional awareness

Self-management

- Emotional regulation

Students describe and demonstrate how respect and empathy can be expressed to positively influence relationships. AC9HP6P04

Personal and Social Capability

Social awareness

- Empathy
- Relational awareness

Social management

- Communication
- Collaboration
- Leadership
- Decision-making
- Conflict resolution

Students describe and implement strategies to value diversity in their communities. AC9HP6P05

Personal and Social Capability

Social awareness

- Empathy

Students investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes. AC9HP6P03

Students describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully. AC9HP6P07

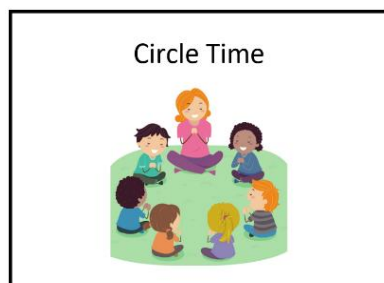
Personal and Social Capability

Social management

- Communication

Students analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations. AC9HP6P08

Each year level also schedules time each week with their pastoral classes (home groups) to implement wellbeing strategies such as 'circle time' (see below), 'Bounce Back' etc where issues such as bullying, resilience, kindness and positive relationships are modelled, discussed and practically strategized.



The Circle Time process is a regular, sacred group time in which learners develop their relationships and skills through talk, play, games, movement and reflection.

3. Responding to Bullying and Harassment

Good Shepherd Catholic Primary School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the school is respected and accepted.

Any type of Bullying is not tolerated at Good Shepherd and parents/carers are encouraged to notify a member of the school staff, such as a class teacher, Student Protection Contact, Guidance Counsellor or leadership team member immediately, if they suspect their child is a victim of bullying. The following actions are taken by Good Shepherd School as a preventative measure against bullying:

- Bullying is to be managed through a 'whole of school community' approach involving students, staff and parents/carers;
- Bullying prevention strategies to be implemented within Good Shepherd on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies be tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.
- The National Safe Schools' Framework (2011) states a safe and supportive school is one in which "*..... diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing*".

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

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

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

4. Preventing Bullying and Harassment

In line with The National Safe Schools' Framework, Good Shepherd Catholic Primary School Springfield Lakes recognises that the implementation of whole school prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a caring culture within the whole school environment. This occurs through:

- A structured curriculum focusing on personalised learning that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year.
- Education, training and professional development of staff in bullying prevention and response strategies
- Regular provision of information to parents/carers, to raise awareness of bullying as a community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the school

- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers
- Promotion of responsible bystander behaviour amongst students, staff and parents/carers
- Reporting of incidents of alleged bullying by students, bystanders, parents/carers and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below)
- Regular risk assessments of bullying within the school are undertaken by discussing with students how to identify bullying issues that may ordinarily go unnoticed by staff
- Records of reported bullying incidents are maintained and analysed, to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate
- Relevant information uploaded to the Engage Student Support Data System
- Promotion of student awareness and a safe school environment by participating/highlighting in events such as the National Day of Action Against Bullying and Violence.

Key contacts for students and parents to report bullying

Staff member – Principal – Christine Ioannides – 3437 5000

Staff member – Assistant Principal Administration – Naomi Doyle – 3437 5000

Staff member – Assistant Principal Religious Education – Cheryl Waites – 3437 5000

Cyberbullying

Cyberbullying is treated at Good Shepherd 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.

Good Shepherd implements the following practices to prevent cyberbullying and harassment:

- Student assemblies: focussing on cyberbullying topics and to promote a positive school culture where cyberbullying and harassment is not accepted.
- A committee of staff members have been formed to progress PB4L policy and practices within the school. During 2025, this committee will look at Essential Skills to support teaching staff in gain student engagement.
- Communication about what cyberbullying is, will be shared with parents via the newsletter.
- The school provides information to parents via the school newsletter to educate families of cybersecurity and safeguarding practices.
- Relevant cyberbullying topics will be strategically discussed during school assemblies to reiterate key messages that cyberbullying is wrong and will not be tolerated.

Resources

These are links to the independent research-based evaluation conducted to inform our schools selection of any program (schools are recommended to combine the use of the Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

The Australian Curriculum provides the framework for our school's anti-bullying teaching and learning activities.

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

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the

system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

The data collected about a student's behaviour plays a role in decisions made about the student's education. As a result, it is essential to collect information that is as accurate as possible. Useful data are more likely to result when the following criteria are met:

- Accurate—The data collected must be as accurate as possible. Collecting accurate data depends upon following established procedures that reduce the potential for errors. It also involves limiting the opportunity for bias on the part of the person collecting the data.
- Consistent—The methods of data collection must provide reliable results each time the data are collected.
- Easy to measure—Data that are easier to identify—such as the number of times a behaviour occurs or how long a behaviour lasts—can increase the opportunity for accurate data collection.
- Data that requires the person collecting the data to interpret or make judgments—such as the quality of an assignment—can introduce uncertainty about the accuracy of the data. The process of data collection also must not interfere with the student's work itself.
- Easy to record the data on the Engage Student Support Data System.

Good Shepherd School uses behavioural data collected on ENGAGE, together with other data sources to make data-informed decisions about student supports. This occurs through the weekly Leadership Team Meetings, 3XWeekly planning Cycles, Support Team Review and Response – universal team (consisting of teachers, Guidance Counsellor, and leadership) meet weekly to analyse universal school data and feedback to relevant staff or whole school staff when necessary and appropriate as per the Privacy Act, Targeted and personalised team meet to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

At Good Shepherd, the following staff are available to support student learning and behaviour:

- Classroom Teachers
- School Officers
- Leadership Team
- Guidance Counsellor
- Support Teacher Inclusive Education

School staff are supported by various members of Brisbane Catholic Education, including:

- Education Officer Inclusive Education
- Speech Pathologist
- Senior Education Officer – Student Wellbeing

- Teachers record classroom data in a variety of ways (e.g., *Diary/record sheet/exercise book*)
- Students' reflection sheets/targeted behaviour plans
- Students record their inappropriate behaviour in a letter to parents
- Students record their behavioural goal with a staff member in order to promote success
- Behaviour recorded by Leadership Team for serious/continuous breaches of the Code
- Functional Behaviour Assessments
- Student Support Referral Form
- Engage Student Support Data System

Related Resources:

At Good Shepherd the following are some examples of resources used to support student behaviour learning:

- Social stories created by students and teachers
- Explicit teaching around the Matrix
- Breathing/sensory tools
- Lap animals
- Furniture
- Rev Down activities for learners who need a safe space; in the Library area (Lego, Chess, Read, Game)
- Frankie (wellbeing dog)
- The Pitt Stop
- The Pond
- The Paddock
- Activity trails on verandas.

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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
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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'

	Descriptor	Definition	Example
			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.

	Descriptor	Definition	Example
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
15	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.
16	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.

	Descriptor	Definition	Example
17	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
18	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: Christine Ioannides

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