

# Student Behaviour Support Plan



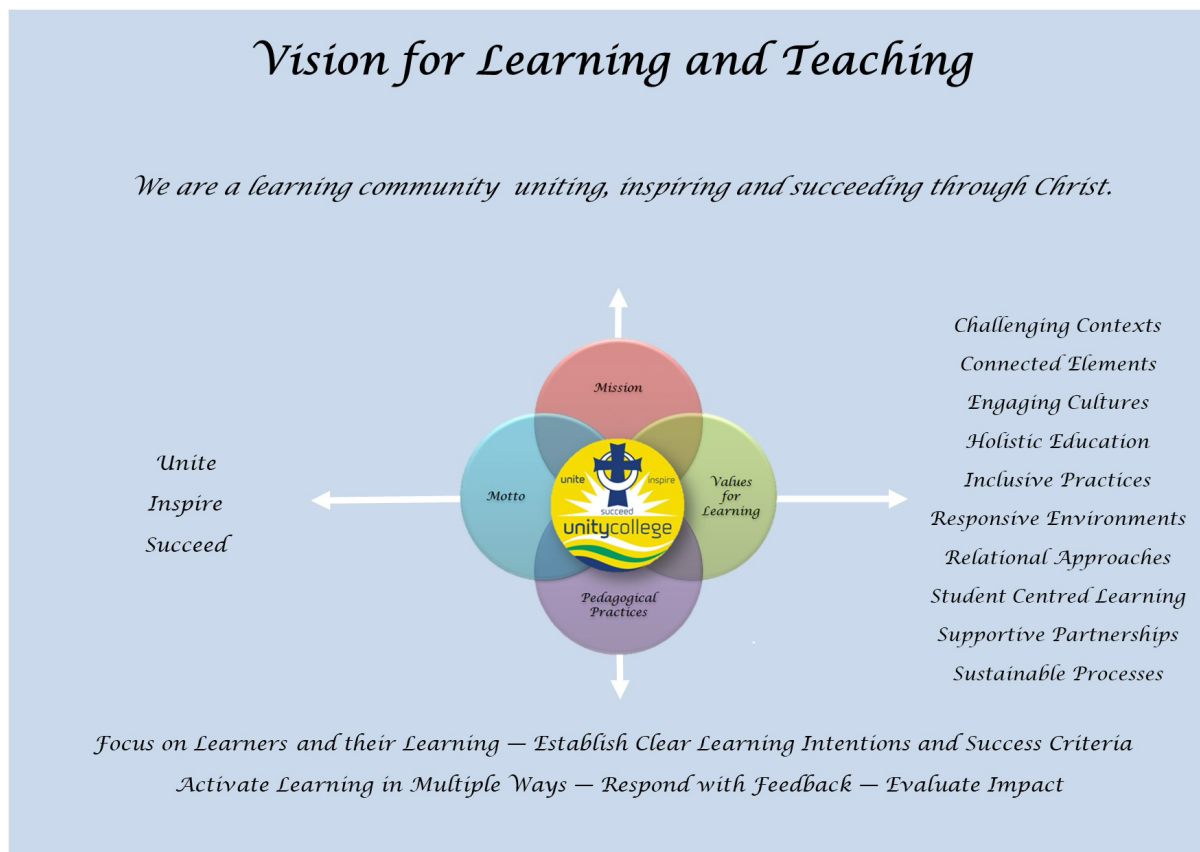
We are a learning community,  
uniting, inspiring and succeeding  
through Christ

## College Mission and Vision - Teach Challenge Transform

### ***Our Mission***

*We are a learning community uniting, inspiring, and succeeding through Christ.*

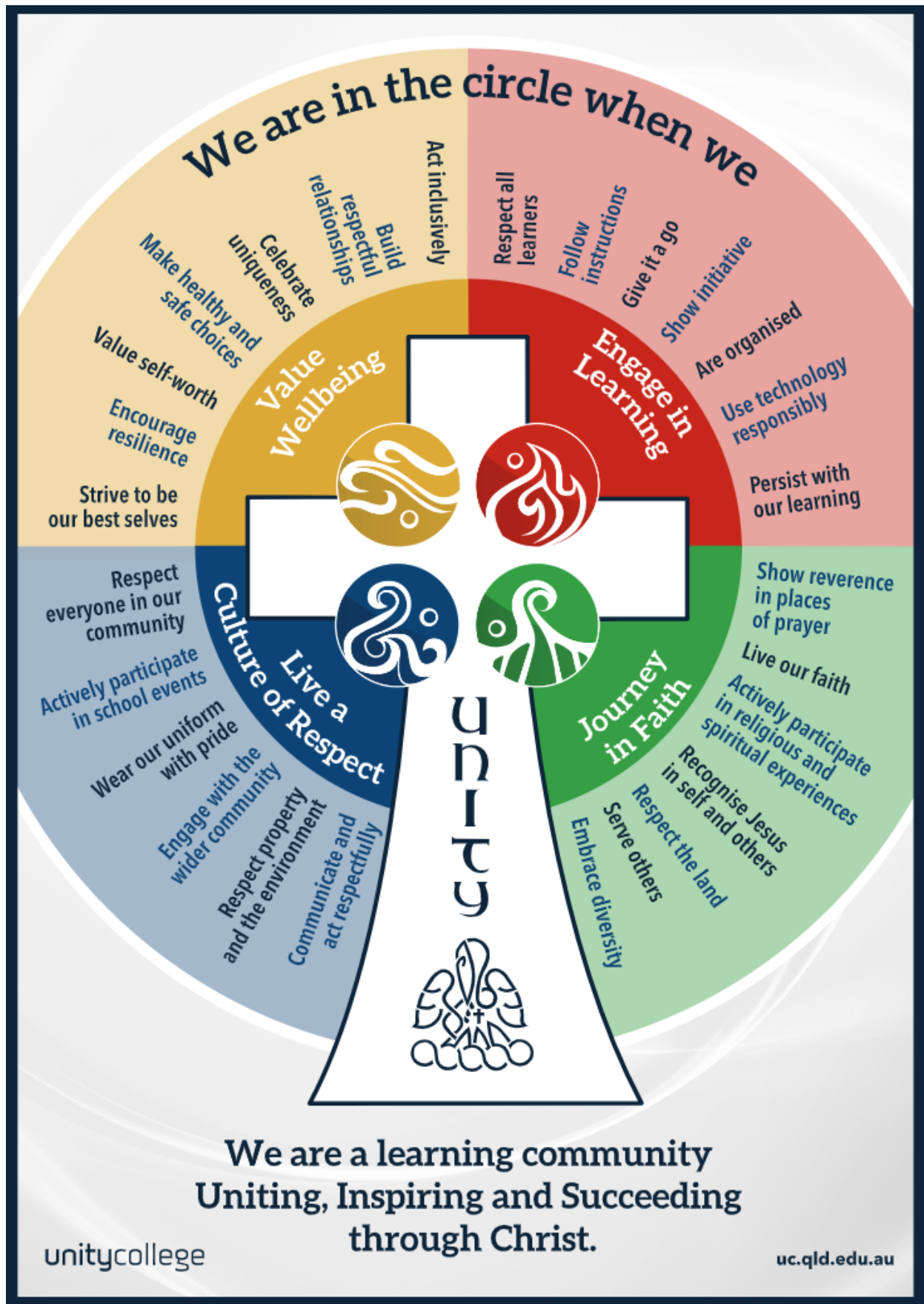
### ***Our Vision for Learning***



### ***Our Positive Behaviour for Learning Framework***

The Unity College Positive Behaviour for Learning Framework, the Unity Circle, encompasses Four Pillars:

- Journey in Faith
- Live a Culture of Respect
- Value Wellbeing
- Engage in Learning



## Our School Context

Unity College is an ecumenical P-12 College, owned and administered by Brisbane Catholic Education, working in partnership with both the Caloundra Catholic and Uniting Churches.

Underpinned by Gospel teachings and a Celtic Christian Spirituality, the College aspires to be a welcoming and supportive faith community where members respect themselves, each other, and the environment. The College priorities of Faith and Formation; Excellence in Teaching and Learning; and Student Wellbeing are pivotal in informing strategic goals and curriculum praxis to ensure that equal opportunity is afforded to all community members in attaining their full potential.

## Consultation and Review Process

Unity College has a process for the development and review of the School Student Behaviour Support Plan. A Well-being team is established and has representatives that include leadership, classroom teachers (P-12), school officers and guidance counsellors.

In 2020, the College undertook a detailed review of the school Student Behaviour Support Plan. This has been reviewed biannually. It is recommended that the next review of the school Student Behaviour Support Plan include an intensive view following the completion of the current Student Learning Framework Review. This would include a review of the College Wellbeing Framework, the Unity Circle, the Response to Behaviour and Student Wellbeing Programs.

Approver:	College Principal Brett Jones	Issue date:	22/03/2024	Next review date:	01/03/2026
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## Section A: Our Student Behaviour Support Systems

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

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

Our mission: *We are a learning community uniting, inspiring, and succeeding through Christ*, calls us to provide a well-balanced education that is focussed on the holistic development of the child. At Unity, we expect:

- to provide flexible, supportive, and encouraging learning environments,
- to design an inclusive curriculum which demonstrates continuity and connectedness as children make various transitions throughout their schooling.

***"Let the children come to me..." (Lk 18:16) "That they may have life, life to the full..." (Jn 10:10)***

A child's sense of self and sense of God will be based on love, kindness, patience, dependability, and trust, all of which are ideally modelled by parents/carers, teachers, and members of our faith community.

At Unity College we are guided by The Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019) which sets out the national vision for education and the to improving educational outcomes.

The declaration notes two goals.

1. That Australian Education System promotes equity and excellence
2. All young Australians become:
  - confident and creative individuals
  - successful lifelong learners
  - active and informed members of the community.

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework that notes:

*"As an Ecumenical Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world."*

The Unity College Vision for Learning and Teaching is intrinsically linked to these goals and is embedded in the College's Mission, Motto, Values for Learning and Pedagogical Practices. Learning at Unity College is underpinned by our belief that all learners can be successful, and this is reflected in our Vision for Learning which articulates 10 core values or tenets.

At Unity College, we utilise Positive Behaviours for Learning and Wellbeing (PB4L) framework. This Framework is built upon a relational approach to teaching, learning and wellbeing. At Unity College a **relational approach** underpins this.

Respectful and positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes. Through a relational approach we seek to enhance relationships among students, and between students, teachers, and parents, to support positive behaviours for the learning and wellbeing of students. The Relational Approach is based on Restorative Practice philosophy, which is in keeping with our Ecumenical approach to positive behaviours, provides students at Unity College with the opportunity to develop high expectations in a caring, supportive environment.

We operate relationally by:

- Having **high expectations** and insisting on *high standards* of behaviour
- While providing **high levels of support** and care for individuals
- Focusing on **restoring any harm done**, and seeing incidents primarily as 'teachable moments'

It is expected that teachers explicitly and continuously teach, and model clearly stated expected positive behaviours, outlined in the Unity Circle. Student behaviour is inextricably linked to the quality of the learning experience. Supporting students to display positive behaviours is the responsibility of every member of the school community – students, parents, and staff in partnership.

Successful student demonstrations of expected behaviours are reinforced through direct acknowledgement. Students are given an opportunity to rectify inappropriate behaviours. College staff strive to acknowledge positive to negative behaviours at a rate of 4:1. The affirmation of students is provided in a variety of effective ways, be it verbal, a visual cue, reward or recorded. Inappropriate minor or major behaviours and inventions are recorded and aggregated data used to identify students experiencing academic and/or Behavioural difficulties and to inform effective interventions. Whole school redirections, consequences and interventions are consistently applied for inappropriate behaviours. Parents are informed and their assistance, as partners, is sought to help students to make better choices.

The College provides learning opportunities for:

- Staff via – Meetings (staff, subject, house, PC), staff/student handbook, website, behaviour referral forms, database, email, conversations, rolls, lists.
- Parents via – website, application information, letters home, newsletters, information sessions, conversations, emails, meetings.
- Students via – class instruction, assemblies, conversations, emails, meetings, rewards, awards, guest speakers.

## **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.

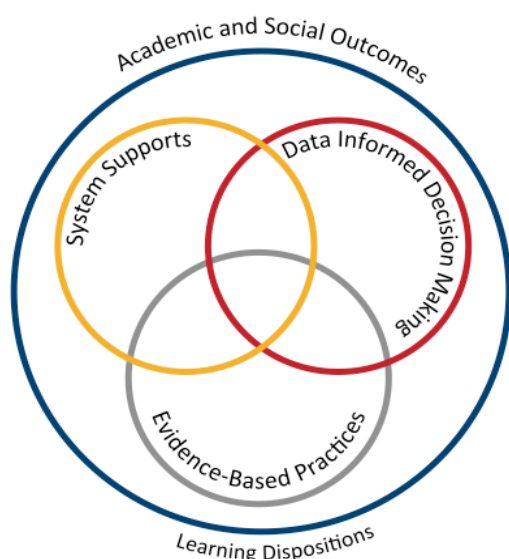


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

## 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

A key 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).

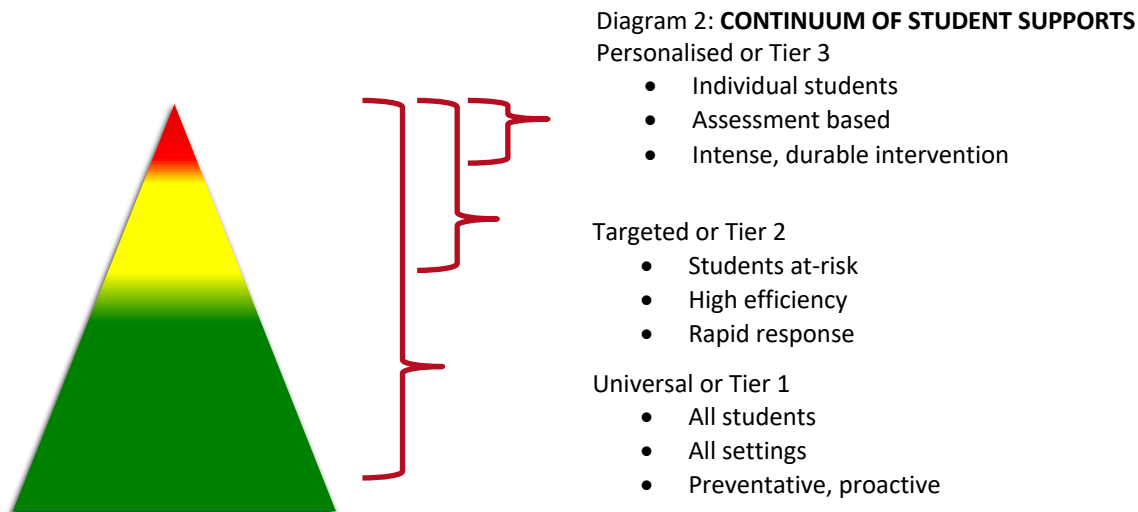
### Tier 2 Targeted Supports:

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 College staff**

Wellbeing at Unity College is guided by Leadership, College Counsellors and staff representatives from each phase of learning. The College has a variety of wellbeing teams that facilitate and lead student behaviour. The support teams are:

- Student Wellbeing Health
- Positive Behaviour for Learning (PB4L)
- Inclusive Education
- Attendance
- Staff Wellbeing
- Parent Engagement

The key responsibilities of each team include:



Professional learning around wellbeing is included as part of the annual professional development of staff and includes: twilight professional development, staff meetings and selected external professional development.

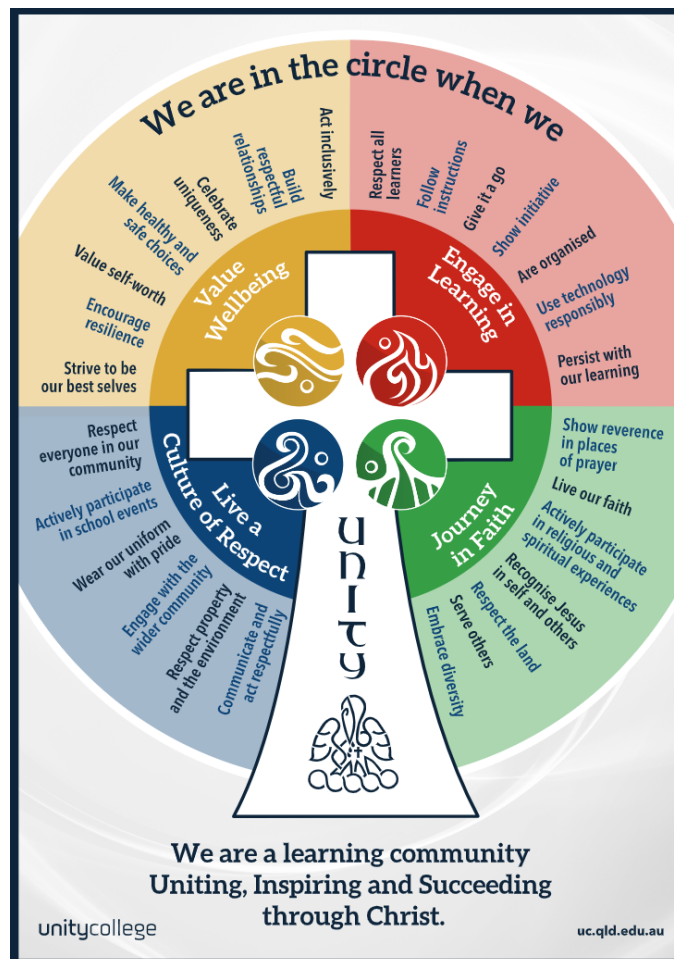
## Section B: Our Student Behaviour Support Practices

### 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 College's Catholic and Uniting Identity and provide consistency across the staff and school community. Our expectations are:

- Journeying in Faith
- Living a Culture of Respect
- Valuing Wellbeing
- Engaging in Learning

Our school behaviour matrix (Unity Circle) is a visual tool that outlines the positive expectations of behaviours for all members of our community. The matrix allows us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.



In addition to our college 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). Explicit 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
- Pastoral care periods per week throughout the year
- Pastoral programs eg. The Rite Journey, Do the Five
- Phase Assemblies
- New student orientation
- Student leaders supporting younger peers
- Additional periods allocated to general pastoral care
- Transition and orientation days
- Activity days, camps and retreats

## **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 students, but not limited to, include:

- Praise/encouragement (verbal/non-verbal/written)
- Weekly class awards given at assembly focusing on Learner Qualities and Expected Behaviours.
- Token/point/star systems (individual/group goal setting)
- Public display of work (classroom, library)
- Individual class or year level rewards
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents

- Sharing work with others (Principal, Head of College, A.P.R.E., AP, other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations ("outside" achievements)
- Articles in College Newsletter, Facebook posts, Blogs
- Acknowledgement at Assemblies
- Co-Curricular Awards
- Awards Nights (Academic, Sport, Cultural)
- Tier 1 positive and negative behaviour recording (Urcle)

## **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. At Unity this is referred to as a monitoring card.
- **The Check and Connect Mentoring Program** – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student. At Unity this would be one of the Wrap Around Team.
- **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.

- **Lunch Club** is space for students to play that may find regular play spaces overwhelming. Playgrounds are often unstructured, unpredictable places where some children can have trouble in social situations. Some students can return to class from the playground in a heightened state of anxiety. At Unity College we have established a lunch club for students who may find the playground environment difficult or who may be having issues relating with and to peers. At the lunch club the College has a higher teacher to student ratio and teachers engage children in a range of structured play environments that support social skills. The club operates on an invitation basis and students can invite a friend to attend 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 currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

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

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or do not 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.

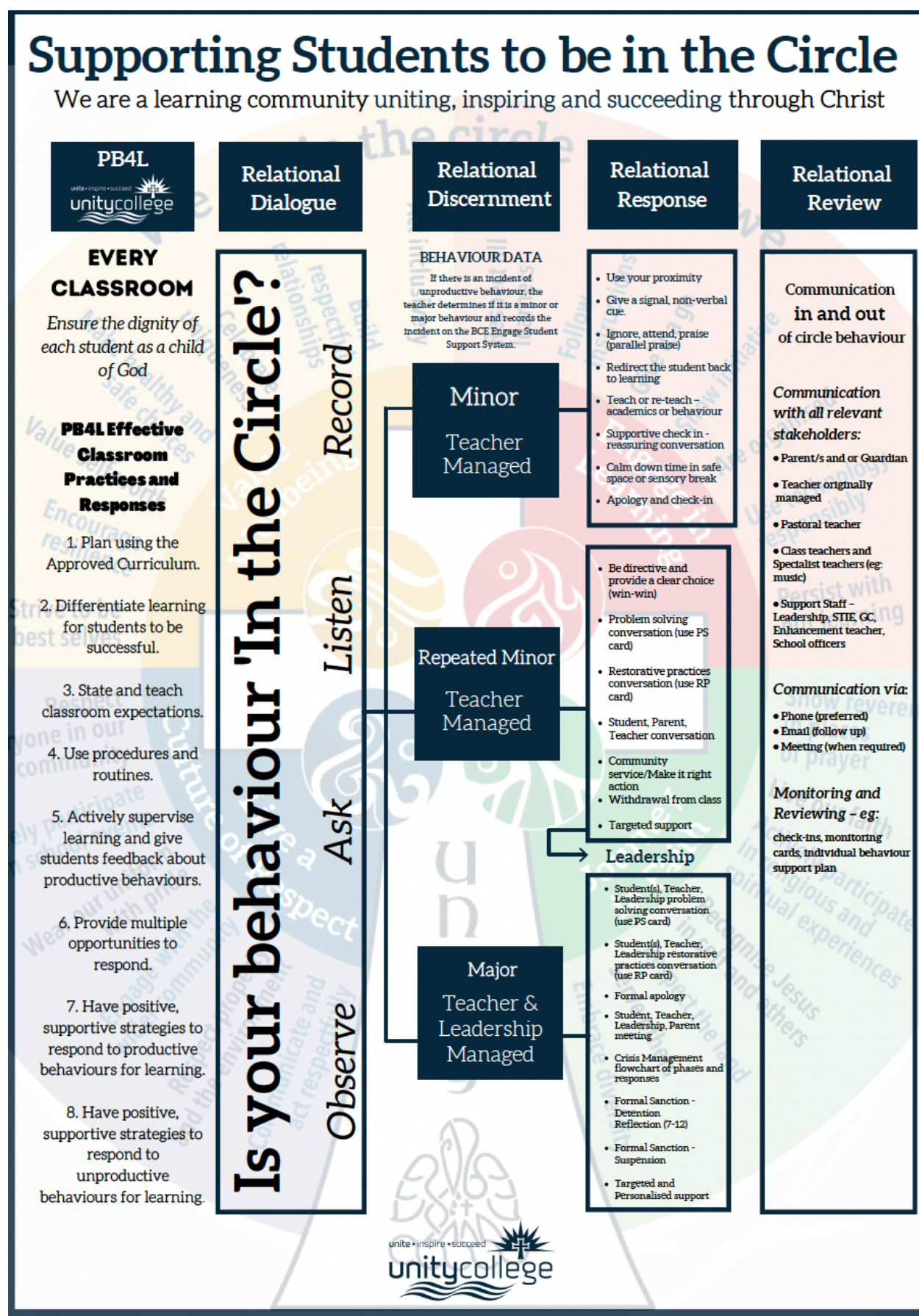
To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, 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 the Diagram of Responses (p15).

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. The Diagram of Responses (p15) 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:

<b>De-escalation</b>	<b>Responding</b>	<b>Restorative</b>
<ul style="list-style-type: none"> <li>• Supervised time in a safe space in the classroom or Reflection room (Secondary)</li> <li>• Student reflection</li> <li>• Set limits</li> <li>• Individual support and management plan (contract)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher – student dialogue following personal reflection (secondary)</li> <li>• Work it out together plan – teacher and student</li> <li>• Teacher – student – parent meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Student apology</li> <li>• Student contributes back to the class or school community</li> <li>• Restorative conversation/ Restorative conference</li> <li>• Re-entry interviews</li> </ul>

## Diagram of responses




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## **5. BCE Formal Sanctions**

Unity College adheres to Brisbane Catholic Education policies and procedures when issuing formal sanctions for unproductive behaviours. These include:

- Detention
- Suspension
- Exclusion

### **After School Detention**

Is utilised to respond to patterns of minor behaviour and some major behaviours. After school detentions are arranged prior to and in partnership with parents/caregivers. They aim to provide students with opportunity to reflect of behavioural choices, identify future strategies to support positive behaviour and an opportunity to give back to the community. After school detention is facilitated by Pastoral Leaders 7-12 and College leadership.

### **Suspensions**

Suspensions are a sanction that are required for major or serious behaviours. These are necessary to identify to the student the significance of the behaviour and give time to process why and how the behaviour can be improved. These are usually done with the family. In unavoidable cases these can be completed at the College. Heads of College or Principal nominates a suspension.

### **Exclusions**

Exclusion is the full-time withdrawal of a student's right to attend Unity College and college related functions, on the authority of the Executive Director. Exclusion from the College 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.

For appeals, the school aligns to BCE processes.

### **Appeals Process**

<b>Sanction</b>	<b>Appeal process</b>
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	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> .
Outcome of Appeal	<p>The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:</p> <p>(a) make the review decision within 5 business days after the application is made; and</p> <p>(b) as soon as practicable after the decision is made give the person written notice of the decision.</p>
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, college responses**

The purpose of this section of our College 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).

At Unity College bullying, harassment, and violence are further described as:

### **Bullying:**

- is a deliberate intention to cause distress to another
- causes distress for the recipient which may be physical, psychological, or social or involve damage to reputation or property
- is directed towards a specific person or group
- is evident where there is a repeated pattern of attacks
- is evident where there is an imbalance of power between those bullying and the recipient
- is evident where behaviour is unreasonable and unjustifiable
- is evident when the recipient usually finds it difficult to leave or avoid the bullying situation without personal cost
- can be done by one person or a group
- can be done in person, by manipulating others to take part, or by electronic means such as e-mail, SMS messages or chat rooms

### **Bullying behaviours include repetitive patterns of:**

- direct physical attacks
- name calling, belittling, insulting someone
- making racist remarks
- trying to damage someone's reputation by spreading rumours
- using verbal or non-verbal put downs · playing practical jokes · damaging or hiding property

- using physical intimidation such as blocking the walk or bumping someone
- encouraging other to socially exclude the recipient
- cyber bullying
- accusing someone of things they haven't done

### **Bullying is not:**

- a disagreement between students where both have the same power
- mutual conflict where both parties are upset and usually both want a resolution to the problem
- social rejection where someone decides not to be friends with someone anymore. Only when social rejection involves deliberate and repeated attempts to cause a specific student distress is it categorised as bullying.

### **Harassment:**

- is unwanted and one-sided words or actions towards another that demean, annoy, alarm or abuse
- is name calling, belittling, insulting someone
- is making racist remarks
- is threatening violence
- is trying to damage someone's reputation by spreading rumours
- is using verbal or non-verbal put downs
- may be deliberate or unintentional
- may involve a single incident or an ongoing pattern of behaviour
- may be verbal, written, or online

Where harassment is part of an ongoing pattern of behaviour where intentional acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying.

### **Violence includes such behaviours as:**

- hitting, slapping, pinching, biting, punching, hair pulling, thumping, Chinese burns, tripping, kicking, wrestling, throwing, use of weapons

Where violent acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying.

### **Our whole-College approach to preventing and responding to student bullying and harassment**

Our College uses the PB4L framework and the Australian Education Authorities resource [Bullying No Way!](#), and the [E-safety Commission School Resources](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

#### **1. Understanding Bullying and Harassment**

Professional learning around bullying and harassment is included as part of the annual professional development of staff and includes: twilight professional development opportunities, staff meetings and selected external professional development.

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

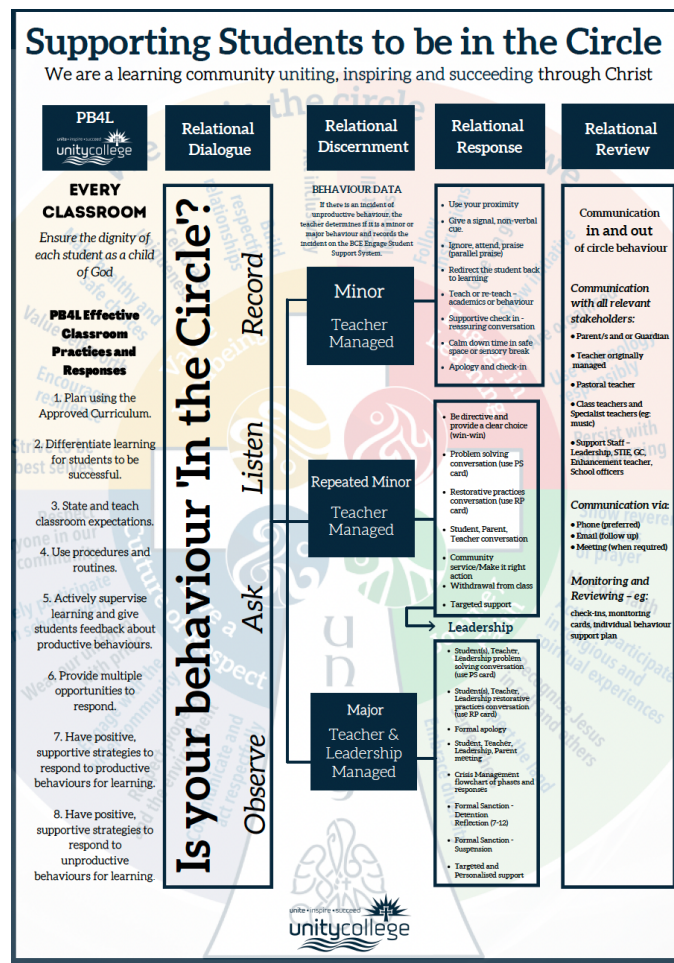
At Unity College we take a positive, proactive approach to anti-bullying by teaching positive strategies for recognising and dealing with inappropriate or bullying situations.

This includes:

- Explicitly teaching the Personal and Social Capabilities of the Australian Curriculum in all classrooms.
- Explicitly teaching the Australian Curriculum Health and Physical Education Syllabus
- Specific teaching and reteaching of the Behaviour Support Matrix (Unity Circle) at the appropriate level for students.
- Restorative conversations involving all parties. • Visual supports displayed in each classroom with appropriate posters.
- College leaders take responsibility for promoting positive behaviours through assemblies and newsletters.
- Annual student survey for school safety and well-being.
- Revisiting strategies throughout the year at significant times e.g., Child Protection Week, Harmony Day, Day for Daniel, White Ribbon Day, National Day of Action Against Bullying and Violence.
- Guest speakers for staff, students and parents – Internet and online safety, Anxiety, etc.

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

All staff take all reports of bullying and harassment seriously and respond in alignment with the College's 'Supporting Students to be in the Circle' document.



Staff when investigating reports of bullying, harassment or violence utilise a relational dialogue process. They:

- **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.

At Unity College, all reported incidents of bullying and harassment, in all environments including online, are recorded, and monitored in the Engage Student Support data base. Student behavioural incident data is tracked and analysed to detect patterns of bullying and harassment. This enables the College to take appropriate action in alignment with the 'Supporting Students to be in the Circle' document.

#### 4. Preventing Bullying and Harassment

At Unity College, we utilise Positive Behaviours for Learning and Wellbeing (PB4L) framework to plan for a safe, supportive and inclusive school for the prevention of bullying and harassment. This Framework is built upon a **relational approach** to teaching, learning and wellbeing.

Respectful and positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes. Through a relational approach we seek to enhance relationships among students, and between students, teachers, and parents, to support positive behaviours for the learning and wellbeing of students. The Relational Approach is based on Restorative Practice philosophy, which is in keeping with our Ecumenical approach to positive behaviours, provides students at Unity College with the opportunity to develop high expectations in a caring, supportive environment.

We operate relationally by:

- Having **high expectations** and insisting on *high standards* of behaviour
- While providing **high levels of support** and care for individuals
- Focusing on **restoring any harm done**, and seeing incidents primarily as '*teachable moments*'

It is expected that teachers explicitly and continuously teach, and model clearly stated expected positive behaviours, outlined in the Unity Circle. Student behaviour is inextricably linked to the quality of the learning experience. Supporting students to display positive behaviours is the responsibility of every member of the school community – students, parents, and staff in partnership.

Further to this the College implements the following strategies to establish a safe, supportive and inclusive school environment.

- Student assemblies: Student bullying and expectations about student behaviour are discussed and information is presented to promote a positive school culture where bullying is not accepted. For example National Day of Action, Harmony Day, White Ribbon Day.

- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. For example staff mandatory training for all staff around harassment and bullying, student protection processes and staff meeting around entering data into Engage and tracking behavioural trends.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. For example the College annually engages 'Internet Safe Education' to provide professional learning to staff, students and parents.
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through college induction processes and mandatory training.
- Communication with parents: Our college does provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. For example parent engagement sessions, communication via the Parent Portal and year level BLOGs, social media posts and newsletters.
- Explicit promotion of social and emotional competencies among students: For example, Day for Daniel, Year level retreats, explicit teaching of the Personal and Social Capabilities of the Australian Curriculum, guidance counsellor visits to classrooms, year level pastoral leaders.

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

Classroom Teacher – ph. 54905777

Pastoral Care Teacher – ph. 5490 5777

Pastoral Leaders – ph. 5490 5777

College Leadership Team – ph. 5490 5777

### **Cyberbullying**

Cyberbullying is treated at Unity College with the same level of seriousness as direct bullying.

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

Cyberbullying is treated at Unity College following the same process as all forms of bullying and harassment or violence, outlined above.

**Resources**

The [Australian Curriculum](#) provides the framework for our college'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.

## **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 the College 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.

Unity College uses behavioural data together with other data sources to make informed decisions about student supports. Sources of data collected and accessed by the College include: SRS, Engage, eMinerva, BI, TTFM, Urcl. The college has a number of teams (Student Wellbeing Health; PB4L; Inclusive Education; Attendance, Year level wrap around, Middle leaders) that reflect on the data regularly and respond the specific needs of students.

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### **Relevant Brisbane Catholic Education Policies**

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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

### **Relevant Unity College Policies**

- Uniform Policy
- Unity Technology Device Agreement
- Sun Smart policy
- Attendance Policy
- Child Youth Risk Management Strategy
- College Diary

## Appendix A - Behaviour Definitions

### Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

### Major Behaviours

	<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 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
<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	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence;</p> <p>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>Racial: taunts, graffiti, gestures, intimidation;</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>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.</p>
<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>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<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 substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
<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>	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, vapes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment

<b>13</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>14</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>15</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>16</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
<b>17</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
<b>18</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

