

ST MARTIN'S SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN



School Mission and Vision – Teach Challenge Transform

Vision

Inspired by St Martin de Porres, we are a faith-filled community who 'Learn to Love and Love to Learn'.

Mission Statement

At St Martin's we live our vision through our commitment to the four Dominican pillars of Prayer, Learning, Community and Service.

Pillars

- **Prayer:** We nurture and strengthen in our students a loving relationship with God, shaped by Gospel values.
- **Learning:** We educate all to be life-long learners who are empowered to shape and enrich our world.
- **Service:** Inspired by Jesus' example of service to others, we act and respond with compassion
- **Community:** Through our words and actions, we are welcoming and inclusive, showing respect for self, others and environment.

Our School Context

St Martin's is a Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's eastern suburb of Carina. St Martin's school population in 2025 is 630 students from over 483 families. The school has 28 classes from Prep-Year 6.

Our school has 73 staff members, comprising of our Leadership Team consisting of a full-time Principal, a full-time APA, a full-time APRE, and a Primary Learning Leader. The teaching staff consists of 24 full-time classroom teachers and six part-time classroom teachers in a job-share arrangement. We have specialist teachers for HPE, Art, Music/Dance, and LOTE (Italian) / Drama. Our inclusion team consists of two full time Support Teachers, two part-time Guidance counsellors, three literacy Support Staff a part-time Speech Therapist, and a part-time School Chaplain. Support staff includes one part-time teacher librarian, three part-time groundsman, five secretarial staff, and 17 Learning Assistants. We have the services of a part-time instrumental and strings teacher.

Our school enjoys regular attendance by its students across all year levels. Data from attendance records indicate that we have over 82% student attendance. This data suggests that generally our students are physically, socially and emotionally well.

Consultation and Review Process

St Martin's staff developed this Student Behaviour Support Plan in consultation with our school community. A review occurs every two years with a high-level check performed annually.

Section A: Our Student Behaviour Support systems.

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

At St Martin's we believe that a consistent approach to learning and teaching is essential to create a unified learning community. Our vision uses the BCE Model of Pedagogy to place students at the centre of learning and teaching and to bring together the principles and the practices that we believe make a difference in improving student achievement and motivation.

Enhancing partnerships with parents and carers to enhance student learning

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.

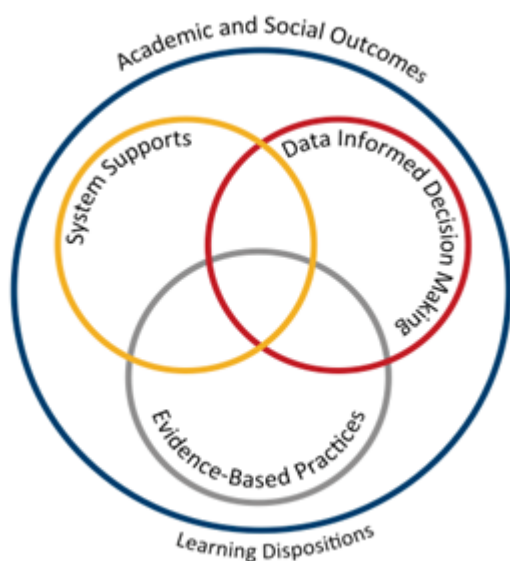


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

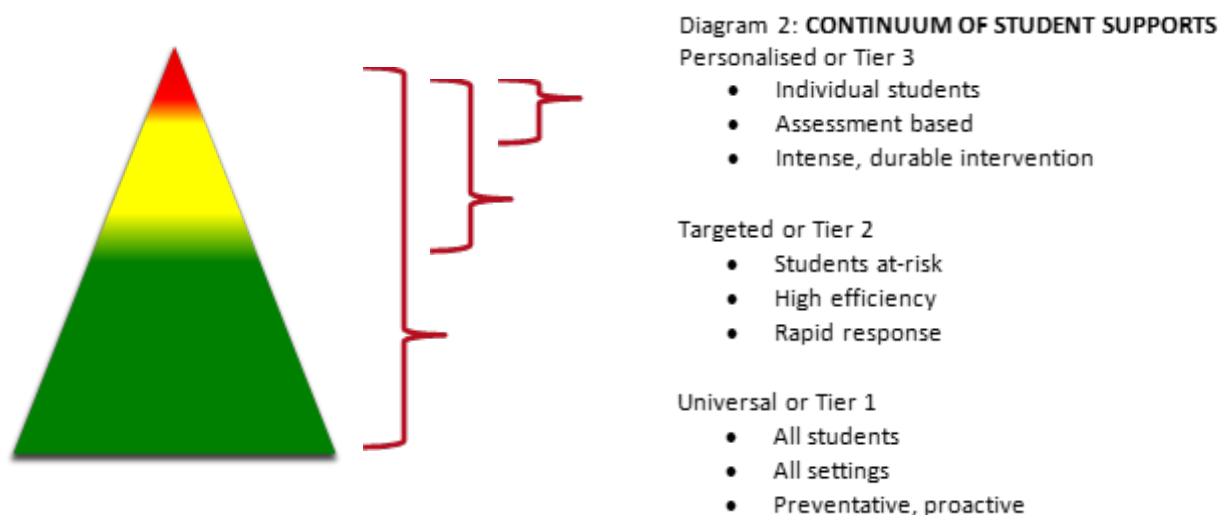
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Currently, the Leadership/Support Team consists of Support Teachers, Guidance Counsellor and Leadership Team members. They meet weekly focusing on requests for support from teachers or an analysis of Engage Student Support System data.

Professional learning is prioritised in the professional learning plan to build capacity and sustainability.

Professional Learning is provided in the following way:

- Twilights
- Beginning of the year professional learning days
- Staff Meetings
- Staff Handbook
- Leadership structures for support: P-2 APA and 3-6 APRE
- Staff who support students with diagnosis, attend professional learning to support the students within the classroom (eg. Autism training with Sue Larkey)

Staff have created a document to support the teaching of the behaviour matrix. This is regularly reviewed and updated.

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Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- **Respect for Self**
- **Respect for Others**
- **Respect for the Environment**

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

St Martin's School, Carina
At St Martin's we "Learn to love and love to learn"

	LEARNING AREAS	PLAY AREAS	EATING AREAS	CHURCH AND GATHERINGS	ONLINE	BEFORE SCHOOL	AFTER SCHOOL	TOILETS
Respect for SELF	<ul style="list-style-type: none"> • Be ready to learn • Follow instructions • Stay on task • Try to work it out then ask for help 	<ul style="list-style-type: none"> • Be in the right area • Wear a hat • Respond promptly to the bell 	<ul style="list-style-type: none"> • Sit and eat your own food • Walk to and from the eating area 	<ul style="list-style-type: none"> • Enter and exit respectfully • Actively participate 	<ul style="list-style-type: none"> • Keep personal details and passwords private 	<ul style="list-style-type: none"> • Be in the right place • Wear a hat • Wait for a teacher before playing • Respond promptly to the bell 	<ul style="list-style-type: none"> • Go directly to pick-up areas • Wear a hat • Wait calmly 	<ul style="list-style-type: none"> • Walk to and from the toilets • Always flush the toilet • Wash your hands with soap • Wait quietly
Respect for OTHERS	<ul style="list-style-type: none"> • Work together • Speak positively • Listen respectfully • Act safely 	<ul style="list-style-type: none"> • Play fairly • Use kind words and actions • Help others to join in • Work out problems together 	<ul style="list-style-type: none"> • Respect others food • Use manners 	<ul style="list-style-type: none"> • Listen and respond 	<ul style="list-style-type: none"> • Use kind words and images • Share your skills to help others learn 	<ul style="list-style-type: none"> • Say goodbye with a smile • Greet others politely • Play fairly 	<ul style="list-style-type: none"> • Listen to your carer's instructions • Be safe and alert • Enter cars in pick-up bays 	<ul style="list-style-type: none"> • Respect others privacy • Use an inside voice
Respect for the ENVIRONMENT	<ul style="list-style-type: none"> • Keep the classroom space clean and tidy • Look after classroom and personal property 	<ul style="list-style-type: none"> • Use equipment 	<ul style="list-style-type: none"> • Put rubbish in the right place • Leave areas tidy 	<ul style="list-style-type: none"> • Leave the space ready for others 	<ul style="list-style-type: none"> • Take care using digital equipment 	<ul style="list-style-type: none"> • Use only designated equipment (handballs, skipping ropes) 	<ul style="list-style-type: none"> • Act safely around traffic • Leave the space clean and tidy 	<ul style="list-style-type: none"> • Keep paper off the floor • Use only what is needed

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

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

Responsibilities of Students

At St Martin's we expect that students will:

- participate actively in learning
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community, and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- co-operate with others including staff and others in authority
- demonstrate a willingness to promote behaviours that reflect the Catholic ethos as demonstrated by the role models of Jesus, St Martin and St Dominic

Responsibilities of Staff

At St Martin's we expect that staff will:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students, parents/carers and staff
- promote the skills of responsible self-management
- model appropriate behaviours including those relating to dress and communication
- record behaviour incidences on ENGAGE

Responsibilities of Parents

At St Martin's we expect that parents and caregivers will:

- show an active interest in their children's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support the school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff, students and parents within our community regarding their child's learning, wellbeing, and behaviour
- contribute positively to behaviour support plans that concern their child
- model appropriate behaviours including those relating to dress and communication
- demonstrate respect of school policies and procedures including uniform policy, parking procedures, pick up and drop off procedures.

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:

- Class covenants
- Circle time in classes throughout the year
- Time built into the first weeks of schools and increased later in the year

- Assemblies followed by group practice
- Student leaders supporting younger peers
- Support from the School Chaplin
- Support from the Guidance Officer
- Support from Well Being Learning Assistant

Explicit teaching of behaviours

Teachers are provided with more detailed information about the school wide expected behaviours in each of the contexts of the Matrix. (Staff Handbook) Informed by the BCE Learning and Teaching framework, model of pedagogy and the Australian Curriculum, teachers at St Martin's use this information to explicitly teach expected behaviours to the students in their class.

Some strategies for teaching expected behaviours in the classroom context at St Martin's include:

- Example / non-example
- Role play in context
- Visuals – photos, posters, charts
- Goal setting – whole class, small group, individual students
- Information to parents about classroom expectations

Some strategies for teaching expected behaviours in the whole school context include:

- Example / non-example recorded and played at school assembly
- Role play on school assembly
- Matrix displayed in all contexts
- Peer mediators, buddy class, student leaders
- Newsletter information to parents about school wide expected behaviours
- Celebration and recognition of demonstrations of expected behaviours

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly awards	Class encouragers
Dominican Awards & Spirit of St Martin's Award	Points system for class reward
PB4L	Friendology lessons

	The Resilience Project Lessons (40 mins per week x 30 weeks)
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Tier 2 Targeted Supports:

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

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

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

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

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none">• Supervised calm time in a safe space in the classroom• Supervised calm time in a safe space outside of the classroom (chillout room)• Support from Well Being Learning Assistant• Set limits• Individual crisis support and management plan• Supervised calm time on a Rainbow Seat in the playground or walking with a teacher	<ul style="list-style-type: none">• Teacher – student conversation• Work it out together plan – teacher and student• Teacher – student – parent meeting• Teacher – student – leadership conversation	<ul style="list-style-type: none">• Student apology• Student contributes back to the class or school community• Restorative conversation

Responses/Consequences for Inappropriate Student Behaviour in the Playground

Teachers use a variety of strategies to deal with inappropriate behaviour in the playground, depending on the seriousness and frequency of the behaviour. Some of these strategies include:

- A reminder about the expectation and re-teaching of the expectation
- Short period of 'time-out' from play on the 'Rainbow Seats' to cool down and calm down
- Longer period of 'Time-out' from play, remaining in the duty area e.g. walking with teacher or sitting in the duty area, removed from play but still supervised by duty teacher

At times when the behaviour demonstrates an escalation in seriousness or frequency, duty teachers will alert a member of the Leadership Team and request support. In these instances, an ENGAGE record will be completed by the duty teacher or Leadership Team member. Parents will be informed if their child is involved in an incident that requires support from the Leadership team.

5. BCE Formal Sanctions

	When	Who nominates	Who supervises	How are parents notified?
Time out in the office	Minor violent unsafe behaviour Repeated inappropriate behaviour that results in escalation through the steps	Teacher contacts the office to inform of student behaviour Member of a leadership team	Member of a leadership team	Phone- Leadership Diary- teacher
Suspension	Major violent unsafe behaviour Verbal abuse Ongoing and repeated inappropriate behaviour	Principal	Principal	Email to parents Phone- Leadership
Exclusion	Serious non-compliant behaviours	Principal School Progress and Performance Leader Director		Meeting with parents, principal and School Progress and Performance Leader

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	<p>The appeal reviewer (Principal or Senior Leader – School 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.

For appeals, the school aligns to BCE processes.

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

Our Anti-Bullying Beliefs at St Martin's:

- bullying is unacceptable; no one ever deserves to be bullied and everyone has the right to feel safe
- bullying is everyone's concern
- all students have the responsibility to help each other make positive behaviour choices in the classroom, out in the playground and when using technology
- all adults have the responsibility to support the growth and resilience of all students and to respond to all bullying issues appropriately. (as outlined in this policy)

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

At St Martin's we provide professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment in the following way:

- Staff handbook
- Staff induction processes
- Professional development days – January
- Yearly Online modules
- Weekly staff newsletter
- Anti-bully days

In supporting Tier 2 & 3 students, professional development is identified as a strategy. Professional development is offered for staff working with these children. Staff may access BCE approved and offered learning opportunities or other outside organisations.

2. Teaching about Bullying and Harassment

At St Martin's we use the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours in the following ways:

- Health units/Religion units
- Friendology Curriculum
- The Resilience Project Curriculum
- ICLT agreement (twice a year)
- Class covenants
- Anti-bullying days
- Productions
- Assemblies

3. Responding to Bullying and Harassment

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.

Preventing Bullying and Harassment

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. E.G Leadership Team regularly speak to the students about expected behaviours in the school grounds. Videos of appropriate behaviours shown at assembly.
2. 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. E.G. Pupil Free Day presentations by Education Officers, ST: IE's, Speech Therapist and visiting Specialists
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. E.G. New staff have an induction and are given the Staff Handbook to familiarise themselves with policies. New staff are given access to 'Friendology', which is the social skills program that St Martin's uses to teach the children about anti-bullying and strategies to use to reduce bullying. All staff undertake the PB4L BCE on-line training modules.

4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. E.G New staff have an induction and are given the Staff Handbook to familiarise themselves with policies. New staff are given access to 'Friendology', which is the social skills program that St Martin's uses to teach the children about anti-bullying and strategies to use to reduce bullying.
5. Communication with parents: Our school will 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. E.G St Martin's provides guest speakers to address strategies for children and families to use to support positive relationships. E.G. Friendology, Cyber Safety, Brainstorm Productions.
6. Explicit promotion of social and emotional competencies among students: E.G Friendology, Zones of Regulations, Brainstorm Productions, The Resilience Project, Social Competencies within the Australian Curriculum.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection. E.G. Friendology, Zones of Regulation, PB4L

Key contacts for students and parents to report bullying

Staff member Principal – Peter Pashen – 3900 9100

Staff member APA Kylie Anderson – 3900 9100

Staff member APRE– Jacinta Watson – 3900 9100

Staff member GC – Adelle Haire – 3900 9100

Staff member GC – Renae Haggitt – 3900 9100

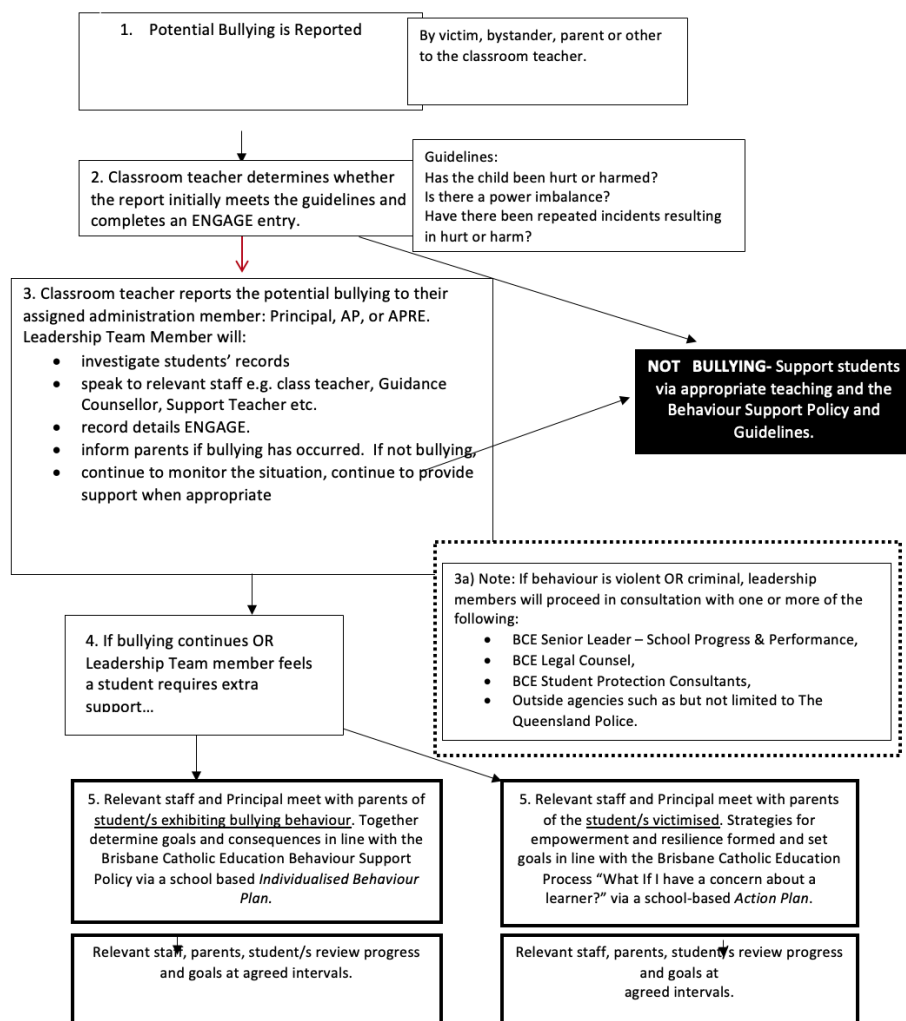
Cyberbullying

Cyberbullying is treated at St Martin's with the same level of seriousness as direct bullying.

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

Process for Responding to Bullying at St Martin's (Appendix A)

When a bullying incident is reported or observed the following steps will be taken. This process may be accelerated according to student age and the seriousness of the incident.



Resources

How Will the School Respond to Cyber-bullying?

When a cyber-bullying incident occurs, students are advised to tell an adult immediately. In this instance, staff will follow the **Responding to Bullying Process** outlines above.

If it is reported to the school, the school will assist to review the report and take appropriate action.

St Martin's advises parents to report any cyber bullying or suspicious activity on the internet to the relevant authorities. For further information please refer to [Homepage | eSafety Commissioner](#) or contact your local Queensland Police station.

Evidence-based anti-bullying programs use to support students and teachers at St Martin's

The [Australian Curriculum](#) provides the framework for our school's anti-bullying teaching and learning activities.

What is Restorative Education? [What is Restorative Education | RE](#)

Restorative Education is a social-emotional learning framework that uses evidence-based practices to teach skills that build connectedness, communication, and community stability. This strengths-based approach includes the foundations of restorative practices, is aligned with the CASEL framework for social-emotional learning, and is informed by the work addressing Adverse Childhood Experiences (ACEs) and strategies addressing the impact of trauma.

Implementation of the Restorative Education framework and strategies creates a predictable, secure, trusting climate that establishes a sense of safety and well-being. This approach leverages the structure and expectations of the school experience, in-person, online, or offline. School leaders, teachers, and students will learn the language and skills to use both within structured activities and typical interactions for consistent, predictable, and positive communication. Professional learning includes how to teach and use restorative language, establishing and implementing restorative routines, structuring and holding restorative circles, and more advanced problem-solving approaches including restorative reflections and conferences. These strategies are universal, brief, and support the objective of creating a climate for learning.

What is the philosophy of the restorative approach?

At its core, the restorative approach is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehaviour as an offense against relationships.

Restorative questions to respond to challenging behaviour [Restorative practice in the classroom? \(nsw.gov.au\)](#)

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need? Who can you go to for support?

Restorative questions to help those harmed by other's actions

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- Who can you go to for support?

Friendology (URStrong)

URSTRONG's whole-school friendship strategy has improved the social climate in schools around the world, connecting over a million kids, parents, and teachers with a common language of friendship. URSTRONG Schools are committed to empowering children with friendship skills. Each class, each year, participates in eight module lessons that empower and support children with their friendships. This language is then uniformed across the school, which helps students to manage friendships in a positive way.

The Resilience Project

In 2025, we will launch our partnership with The Resilience Project (TRP) to implement their School Wellbeing Program across St Martin's. Developed by educators across Australia, the Primary Wellbeing Program is evidence-based and tailored to each year level to provide proven impact.

The initiative aims to teach and support positive wellbeing and mental health in the classroom and across our entire school community. Centred on The Resilience Project's core principles — Gratitude, Empathy, Mindfulness, and Emotional Literacy — each lesson is comprehensively scripted with fun & engaging, Student Journal activities and Teacher Resource Sheets. All resources are available on the TRP Hub, an interactive online platform with extensive classroom ideas, all lesson materials and classroom posters.

For more information about the program please visit <https://theresilienceproject.com.au/>

Zones of Regulation

[THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION & EMOTIONAL CONTROL - Welcome](#)

A FRAMEWORK DEDICATED TO HELPING STUDENTS OF ALL AGES SIMPLIFY HOW THEY THINK ABOUT AND MANAGE THEIR FEELINGS AND STATES

Evidence of Zones of Regulations

The Zones of Regulation, written by L. Kuypers and published by [Social Thinking](#) in 2011, has sold over 260,000 copies and counting, and has been widely implemented in homes, schools, districts, and clinical practices all over the world to address social emotional learning (SEL). The creation of The Zones of Regulation was based off clinical experience, seeing a need in the field to teach skills in the realm of regulation in a way learners could connect to and apply in context, all while layering together many theories, best practices and evidence as the foundation to inform and build The Zones' framework and lessons.

The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the [CASEL SEL core competencies](#). The Zones integrates Systemizing Theory, Central Coherence Theory and Cognitive Behavior Management. It ties in Social Thinking®, visual supports and is a tool to build self-management skills. Some of these evidence-based practices are developmental in nature, while others are related to learning-styles, concepts or characteristics important to neurodiverse populations. For further explanation on how best practices were infused into The Zones of Regulation curriculum, please see the [Literature Review](#).

The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings ([Zones Research & Scholarly Articles Spreadsheet](#)). Knowledge gained from research guides practice and likewise feedback from clinical practice will in turn create ongoing changes to theory and our base of knowledge. Research is an integral part of what we do, and we continue to devote efforts to furthering the depth and breadth of our evidence base.

Daniel Morcombe Child Safety Curriculum

The Department of Education, in partnership with the Daniel Morcombe Foundation, has developed the *Daniel Morcombe Child Safety Curriculum* for Queensland students.

The Curriculum consists of classroom lessons across 3 phases of learning: Prep to Year 2 and Years 3 to 6.

The Curriculum is aligned with the Australian Curriculum: Health and Physical Education (Version 8.1) and is available to all Australian teachers through password-protected websites. It aims to teach children about personal safety and awareness, including cybersafety and phone safety, by focusing on three key safety messages: **Recognise, React and Report**.

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 school uses behavioural data together with other data sources to make data informed decisions about student supports. The Support Team and Leadership Team meet every week to assess/respond to requests for support and analyse universal school data and feedback to staff meetings or team meetings.

References

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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	Making a mobile phone call in breach of school's policy

		mobile phone, mp3 player, camera and/or computer	
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	Sc
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent

		<p>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</p>	<p>teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.</p>
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission

9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
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	<p>Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p>	<p>Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public</p> <p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</p>
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