

Notre Dame College



School Student Behaviour Support Plan

School Mission and Vision - Teach Challenge Transform

Our BCE Vision

We are a faith filled learning community creating a better future.

Our Mission

We are a Christ-centred, innovative learning community where high expectations and bold faith converge with the virtues of courage, compassion, and hope. Together, we shape young people with brave spirits, strong minds, and compassionate hearts who thrive within the Notre Dame family.

We challenge people to:

- Make Jesus known and loved through an active faith life
- Foster curiosity, develop agency and capabilities for a better future
- Be courageous, reflective and of generous spirit in their thinking and being, and
- Be socially responsible, living in solidarity with others and the earth.

Our School Context

Notre Dame College, Bells Creek, is a P 12 Catholic school in the Marist tradition. Located in Aura, City of Colour on the Sunshine Coast, the College draws from a wide catchment area and is expected to reach 1749 by 2034 (10th year of operation). In 2025, the year of foundation, the College will have students enrolled in Years P-3 and Year 7. A growing staff, including a College Leadership Team, specialist teachers, support teachers, school officers and a guidance counsellor will commence in 2025. The College has been organised around four precincts (Early, Junior, Middle and Senior).

Consultation and Review Process

This plan was developed in consultation with our College Leadership Team, in light of the current information from Brisbane Catholic Education "Student Behaviour Support – Guidelines, Regulations and Procedures". The plan was submitted to the BCE Senior Leader for endorsement and will be reviewed annually.

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 Educational philosophy is underpinned by our Marist Educational Mission, with a distinctive style that embeds the characteristics of:

- In the way of Mary
- Family Spirit
- Presence
- Simplicity
- Love of Work

Our student behaviour supports, meet the individual needs of the child. Students' rights are respected, and responsibilities enacted, so that our College community is both safe and supportive.

At Notre Dame College, we provide holistic care that aims to develop the social, emotional and well-being capabilities of all students. Imperative to Notre Dame College's approach to holistic care is the nurturing of the whole person, including their spirituality, faith, and engagement in the religious life of the College.

As educators we implement effective learning and teaching strategies based on a professional understanding of child development and pedagogy and the Science of Learning. Our beliefs on learning are also informed by the Alice Springs (Mparntwe) Education Declaration. Our College Principles for Learning and Teaching see that our students have multiple opportunities to access a differentiated curriculum and achieve academic success.

'The Notre Dame Way' (outlined below) forms our guiding principles of ways of working and being, ensuring that students and staff are advocated for and accountable in alignment with the BCE Learning and Teaching Framework, BCE Catholic Identity Framework and approved Australian curriculum.

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.

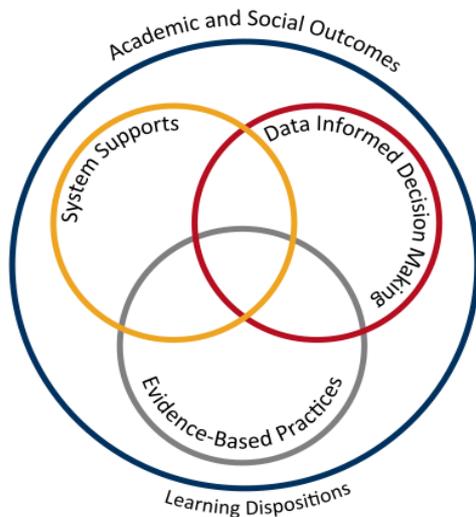


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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

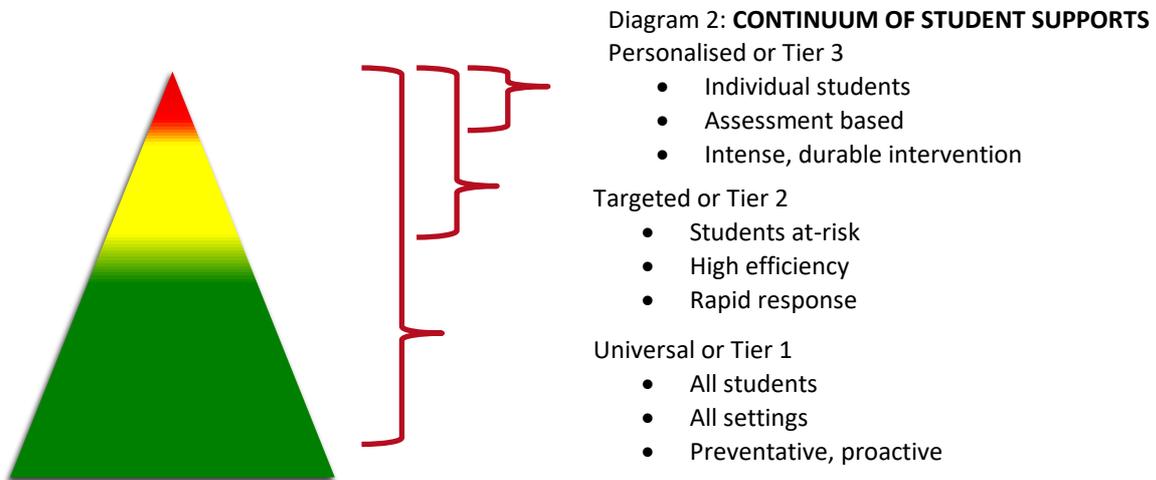
all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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

PB4L Teams

Universal Support Team

The Universal Support Team consists of classroom core teachers, the Home Room teacher, and school officers. The Wellbeing and Engagement Leader meets weekly with Home Room teachers to review attendance and behaviour data recorded on BI and Engage to identify students at risk. Through identification, students are targeted for intervention and support.

Core class teachers also conduct regular core class meetings, using data to identify strengths and areas for improvement in academic and social and emotional learning.

Staff regularly engage throughout the year through staff meetings and twilights in professional development for student pastoral care and behaviour support. Staff have engaged in professional learning with Tiers 1, 2 and 3 to build capacity in the implementation of PB4L.

Targeted and Individual Support Team

The Targeted and Individual Support Team can include the Head of College, the Wellbeing and Engagement Leader, Guidance Counsellor and STie, depending on the level of intervention needed. A Student Support Team meeting is conducted fortnightly with the Head of College, Guidance Councillor and STie. The Head of College is responsible for facilitation, agenda and minutes. Analysis of Engage Student support System Data is conducted by the team to enable proactive rather reactive practices.

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 College Expectations (Ways of Working and Ways of Being) - 'The Notre Dame Way': -



The Notre Dame Way

With Courage, Compassion, and Hope we follow the example of Saint Marcellin Champagnat. The Notre Dame Way embodies our guiding principles, helping us strive to be the best versions of ourselves. By upholding the Notre Dame Way, we commit to excellence for ourselves and our entire Notre Dame Family.



In the way of Mary

- We will listen with a heart that knows how to listen.
- We will say "yes" to opportunities, challenges, and God in our lives.
- We will take risks to innovate, improve and inspire.
- We will believe in the potential of every person.
- We will promote positive behaviour and create supportive learning environments.



Family Spirit

- We will create a sense of belonging, safety and inclusivity where everyone is known and loved.
- We will treat everyone with dignity, compassion, and respect.
- We will fearlessly advocate for and support the wellbeing and resilience of our people.
- We will work effectively in teams and serve others.
- We will celebrate and learn from our Aboriginal and Torres Strait Islander cultures, knowledge and histories.



Presence

- We will be fully engaged and attentive in all we do.
- We will stand up for justice and equity.
- We will build positive relationships and make responsible decisions.
- We will demonstrate humility, empathy and forgiveness.
- We will wear our uniform with pride, promoting a positive image of ourselves and College.



Simplicity

- We will prioritise what truly matters.
- We will consciously seek uncomplicated ways to help us journey with our God.
- We will be ourselves in every situation, open and truthful.
- We will show gratitude and practice mindfulness.
- We will help others to value themselves and others for who they are.



Love of Work

- We will have a strong work ethic and active participation – 'go the extra mile'.
- We will work towards personal and academic goals with optimism and perseverance.
- We will promote lifelong learning and understand ourselves as learners.
- We will think creatively using reason, curiosity, and imagination.
- We will leave our College, and our planet better than we found it.

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.

Positive Behaviour for Learning

The Notre Dame Way

With Courage, Compassion, and Hope, we follow the example of Saint Marcellin Champagnat. The Notre Dame Way embodies our guiding principles, helping us strive to be the best versions of ourselves. By upholding the Notre Dame Way, we commit to excellence for ourselves and our entire Notre Dame Family through explicit teaching (phase appropriate) and consistent follow up.

In the way of Mary: We will embrace opportunities and challenges with a heart open to God's guidance.

Family Spirit: Creating a sense of belonging, safety and inclusivity where everyone is known and loved.

Presence: Being fully engaged and attentive in all we do.

Simplicity: Prioritising what truly matters.

Love of Work: Developing a strong work ethic and active participation – "go the extra mile".

All teachers will implement the 8 E8ective Classroom Practices (universal supports)

- Plan using the approved Australian Curriculum v9
- Differentiating learning
- Clarity of expectations
- Procedures and routines
- Active supervision and feedback
- Opportunities to respond
- Encouraging productive behaviours for learning
- Responding to unproductive behaviours

TIER 1 – MINOR BEHAVIOURS UNIVERSAL SUPPORTS – TEACHER MANAGED			
Positive examples		Responses may include	
* Shows initiative	* Shows reverence in prayer	* Congratulations	* Student planner
* Demonstrates resilience	* Lives the Notre Dame Way	* Acknowledgement – student and parent	* Principal visit
* Wears uniform with pride		* Shout out	* Brag Tag
Negative examples		Responses may include	
* Inappropriate language	* Property misuse	* Complete Engage record	* Reset questions (may escalate to repeated minor)
* Physical contact	* Late	* Reminder of correct behaviour	* Re-try activity
* Defiance/non-compliance	* Out of bounds	* Referral to behaviour of other students	* Some loss of free time/ completion of set work
* Disruption	* Lying/cheating	* Re-location	
* Uniform violation	* Teasing		
* Technology violation			
TIER 2 – MAJOR BEHAVIOURS CAN BE REPEATED MINOR BEHAVIOURS TARGETED SUPPORTS – TEAM MANAGED			
Positive examples		Responses may include	
* Consistent positive behaviour	* Significant academic improvement or achievement	* Awards	* Extension programs
* The Notre Dame Way	* Outstanding attendance	* Certificates	* Parent communication
* High level initiative or participation		* Brag Tag	
Negative examples		Responses may include	
* Verbal aggression	* Property damage/vandalism	* Complete Engage record	* Parent communication
* Physical aggression	* Truancy	* Timeout within the class	* Behaviour monitoring card
* Harassment/repetitive bullying	* Theft	* Withdrawal from class/ reflection – Support Team	* Detention
* Defiance/non-compliance	* Forgery/plagiarism	* Leadership intervention	* Suspension
* Major disruption	* Technology violation		
* Major conflict physical/verbal/ online	* Use or possession of alcohol/ drugs/tobacco/vapes		
TIER 3 – MAJOR BEHAVIOUR (CAN BE REPEATED TIER 2 BEHAVIOURS) INDIVIDUAL SUPPORT – COLLEGE LEADERSHIP TEAM			
Positive examples		Responses may include	
* Significant leadership	* High level sporting or cultural achievement	* Major awards	* Publication/promotion
* Elite academic achievement	* Outstanding academic achievements	* Modified programs	
Negative examples		Responses may include	
* Repeated Tier 2 behaviours	* Serious endangerment of wellbeing of self or others	* Complete Engage Record	* Consultation with Support Team:
* Supply or trade of illicit items	* Serious property damage	* Referral to external support	o Teacher/Welbeing Engagement Leader/ Member of CLT and Parents
		* Teacher phones	* Withdrawal
		* Student Reception	* Suspension
		* Available Leadership team/ Delegated staff member will support	* Facilitated change of school
			* Exclusion/expulsion

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.

2. Focus: Teaching Expected behaviour

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

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

- Explicit teaching and consistent follow-up of our 'Notre Dame Way'.
- Beginning of school year Orientation Days
- Welcoming Evening for parents
- Home Room instructions and reminders
- Assemblies followed by group practice
- Spirituality/Formation Days
- New student orientation when needed
- Student buddies to support younger peers

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 our College and classrooms include:

- 'The Notre Dame Way' Awards
- Attendance Matters Awards
- Brag Tags
- Family Team points
- Affirmations in Student Planner and via parent communication

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:

- Behaviour Support Progress Cards – Students who are not displaying positive behaviours for learning are given a Behaviour Support Progress Card to help them keep track of their behaviour and efforts during class. This card is signed by the parent/guardian daily. The student will check in with the Wellbeing and Engagement Leader daily.
- Exit cards – Are issued to students to help them self-regulate behaviour. It allows students to identify their emotions and have a short time out to regather and settle themselves, ready for learning.
- 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.
- Goal setting – review of previous terms report/goals to set new academic, wellbeing and attendance goals. This is initially done with all students with their Home Room teacher. However, those students recognised as 'at-risk' then work

further with the Wellbeing and Engagement Leader and other support structures such as Learning Support and the Guidance Counsellor.

- Poor attendance – Conference around poor attendance starts at the Home Room teacher level with ‘check-ins’ with the student and families concerned. Ongoing attendance issues then progress to conference with the student/families and the Wellbeing and Engagement Leader, and an Attendance Plan is then put in place. This follows the BCE Attendance Policy.

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 Education Plan (IEP)
- Education Adjustment Plan (EAP)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

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

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

5. BCE Formal Sanctions

At Notre Dame College procedures and guidelines for dealing with unproductive behaviour are aligned with Brisbane Catholic Education.

Detention process

Detention can occur as an outcome of the following:

- Unproductive minor behaviours
- Academic integrity concerns

Detention takes place during Big Break or after school hours and is supervised by a designated teacher, not necessarily the Wellbeing and Engagement Leader.

Detention records are to be kept individually on Student Engage and parents/guardians are to be notified via email.

Suspension process

The purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and is involved in the process of the student returning to school.

Suspension may occur if decided by the Principal (or delegate) after they have:

- ensured that other appropriate and available student support strategies and response options have been applied and documented
- ensured that appropriate support personnel, both within the school and externally, are involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension
- recorded all action taken in the Engage Student Support System Suspension Register.

The Principal (or delegate) may suspend a student for:

- persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- breach of the school Student Behaviour Support Plan
- students who seriously break a school rule

Immediate Suspension

In some circumstances, the Principal (or delegate) may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. Principals may immediately suspend any student whose behaviour includes (but is not limited to):

- possession of alcohol or a suspected illegal drug: schools must be places that are free of illegal drugs. Suspension may occur immediately if the student alleges the substance to be an illegal drug or alcohol or is confirmed as illegal. The matter is to be referred to the police.

- violence or threat of serious physical violence: any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with BCE's Student Protection Processes.
- concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes.
- possession of a weapon or knife: any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter must be reported to the police
- verbal abuse: Principals must take developmentally appropriate expectations into account concerning verbal abuse by a student.

Communicating Suspension Decisions

The Principal's delegate must inform the student and family of the grounds on which the decision to suspend has been made. The student and family will then be given the opportunity to respond. The conditions relating to the suspension should be discussed with the family, and their responses are taken into consideration.

Notification to families for a day or more suspension:

- A student may not be sent out of school before the end of the school day without the family being notified, and, if necessary, an agreement reached about arrangements for collecting the student from school. The notification must be delivered by a safe method to ensure delivery.
- Notification can take place by phone to a member of the family, who must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time.
- Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful. The family must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time.

In all cases, the written suspension notification will:

- indicate the reasons for the suspension
- advise the length of the suspension, the start date and time, the expected return date
- outline the responsibility of the family for the care and safety of the student who is under suspension and the expectation that the student will continue with their studies while suspended and away from the school

- indicate the importance of the family working cooperatively with the school in resolving the matter
- request a discussion with the student and their family
- refer families to the school's published Student Behaviour Support Plan

While a student is suspended from school (external suspension), families have responsibility for their child. Families need to know that their child may not attend a school or school-related functions. Families have a responsibility to provide appropriate supervision. In a situation where families refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal is to inform the Senior Leader – School Progress and Performance.

Return to school

As part of the return to school process, the Principal's delegate and Pastoral Leader will organise a conversation with the student and/or the family to discuss the basis of maximising successful reintegration into the school before the student returns to school.

The aims of this conversation are to:

- ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction
- encourage a mutually supportive position between the school, the student, and the student's family for the response that the school is taking
- outline the return to school plan, goals, and follow-up evaluation for the student's return to school.

The return to school meeting should be before the student's return to school date and will usually occur in the school, facilitated by the Principal. In extreme circumstances where a family member cannot attend the school in person, a telephone conference is adequate.

In instances where there has been a problematic relationship between the family and the school, the Principal (or delegate) may find it beneficial to call upon a third party such as the Senior Leader - School Progress and Performance or Guidance Counsellor to facilitate the meeting.

If families are unwilling to attend a return to school meeting despite the school's requests, the Principal should refer the matter to the Senior Leader - School Progress and Performance.

Negotiated Change of School

In some circumstances, a change of school may be agreed to be the most appropriate means to responsibly support a student's well-being and or learning needs. The Principal will discuss with the parents/caregivers the implication of the negotiated change of school and why the change is being proposed.

Exclusion

Exclusion is the complete withdrawal of a student's right to attend Notre Dame College, on the authority of the Executive Director (or nominee). The Principal will consult with the BCE Senior Leader before a decision about an exclusion is made.

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family.

Students will not normally be excluded without a clearly documented range of intervention strategies having been tried.

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted at Notre Dame College because it seriously interferes with the long-term safety and well-being of other students and staff;
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

For appeals, the school aligns to BCE processes.

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

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

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

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and involves an imbalance of power. It involves intimidation, coercion and deliberate control and can take a number of forms:

- Physical, emotional and/or sexual abuse
- Racists or Sexual Taunts
- Spreading rumours and lies
- Death stares, threats, teasing, joking and making fun of a student
- Cyber-bullying (text messages, email, chat rooms, blogs)
- Property tampering
- Deliberately and continually excluding a student from groups and activities
- Note writing
- Inappropriate gestures and touching
- Stalking

A bystander is a person who witnesses a bullying incident as an onlooker. If a student is a bystander who encourages bullying behaviours, or witnesses bullying and does not report the incident, their behaviour is considered to be bullying.

2. Teaching about Bullying and Harassment

Notre Dame College implements preventative strategies and approaches for a safe and supportive school environment. The school's proactive and preventative strategies for staff, students, parents and guardians are to learn about bullying and harassment, and to develop productive behaviours including identifying, reporting and prevention.

This is supported by:

- College Expectations 'The Notre Dame Way': how staff, students, parents and guardians can model and promote appropriate positive relationships and behaviours and why the school will not tolerate student bullying and harassment.
- Resources: lists of resources and support available in the school to implement preventative approaches, early intervention strategies and responses to student bullying and harassment.
- Curriculum: support the aims of Religious Education, ACARA General Capabilities, Health and Physical Education and Technologies curricula.

3. Responding to Bullying and Harassment

A student who feels that they are being bullied, is encouraged to approach in the first place:

- Home Room Teacher / Wellbeing and Engagement Leader
- Classroom Teacher / Supervising Teacher
- Counsellor

When an incident is reported, the person approached will investigate the complaint to the best of their ability, determining whether it is a low level or high level case. Those involved will be interviewed and made aware of the suspected bullying and the College's anti-bullying position. At this stage, there might not be any behavioural responses and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the Home Room/classroom teacher so that the incident can be tracked according to the Behaviour Support Plan.

In a high-level case, the Home Room/ classroom teacher will report immediately to the Wellbeing and Engagement Leader who will proceed with the following steps and maintain written records.

Step 1:

Interview all parties concerned. Determine the underlying problem and talk to students about the consequences of their behaviour and take action as determined by the College Behaviour Matrix.

Step 2:

Further or more serious bullying will be referred to the Head of College for a formal interview between the student, parents / caregivers, Wellbeing and Engagement Leader and in some cases, College counsellor.

Step 3:

Further bullying will be referred to the Principal (or delegate) for Tier 3 processes to be enacted.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

College plan for a safe, supportive and inclusive school to prevent 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. Acknowledge "Say no to Bullying" Day.
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. BCE Professional Development in-person/online.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this.
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 Staff Handbook.
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. Parent information evenings, including Orientation Days will provide clarity. Email communication from Year Level Middle Leader, Heads of College and Principal. The use of SchoolTV.
6. Explicit promotion of social and emotional competencies among students: ACARA Personal and Social Capabilities.

Key contacts for students and parents to report bullying

Wellbeing and Engagement Leader – Shaun Morris

Head of College – Jasmine Brown

Cyberbullying

Cyberbullying is treated at Notre Dame 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.

Resources

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

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

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

Notre Dame College uses behavioural data compiled on Engage and BI (Business Intelligence) Tool data on academic results and attendance records to make data-

informed decisions about student supports. This data is discussed in team meetings such as:

- Home Room class (consisting of student and Home Room teacher) every morning.
- Core class meetings (teachers of a particular core class and Pastoral Leader), meet regularly.
- Wellbeing and Engagement Leader / Parent/Carers meetings, take place when students are deemed 'at-risk' and ongoing.
- Wellbeing meetings (Wellbeing and Engagement Leader, Home Room teachers, and one member of College Leadership) – once a week to identify students at risk and celebrate successes.
- Targeted and personalised team (including STIEs, Guidance Councillor and Head of College) meet fortnightly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

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

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal

Issue date: 13/01/2026

Next review date:

15/01/2027