Behaviour Engagement Procedures

1. Purpose

Our Lady of Fatima School recognises that students learn best when they feel safe, engaged and have a sense of belonging. The school prioritises the safety and wellbeing of all students and is committed to promoting and supporting safe and inclusive learning environments. Our Lady of Fatima School adopts a values-based, developmentally appropriate and trauma-informed approach to student behaviour and recognises all members of the community as role models and change agents who have a broader influence in promoting and teaching safe, productive and healthy behaviours and respectful relationships. The school implements evidence-based and data-informed programs and practices that proactively focus on prevention and promotion to cultivate the safety, wellbeing and desired behaviour of the whole school community. We also recognise and value each child's agency and the right to be heard and to have a voice in all decisions affecting them.

The vision of Our Lady of Fatima School is *nurturing lifelong learners who live out Jesus' message of love and peace*. This forms the foundation of our approach to behaviour engagement. Staff understand that all behaviour seeks to meet a need, has an underlying function that makes it purposeful for a young person, is a result of an interaction between a person and his/her environment and that inappropriate behaviour is a "loud signal' of a lagging skill (Greene, 2017). These behaviour engagement procedures aim to ensure that the dignity of each child is honoured through praise, encouragement and recognition. Students will be encouraged to take responsibility for their actions, recognise the impact of their behaviour, and restore their relationship with others.

Our Lady of Fatima School's behaviour engagement procedures conform to the rules of procedural fairness and non-discrimination. They strictly prohibit the use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour.

SOURCES OF AUTHORITY	
CECWA Policy	Community Policy
Executive Directive	Student Behaviour; Student Safety and Wellbeing

2. Scope

These procedures apply to all students from Pre-Kindergarten to Year 6 at Our Lady of Fatima School.

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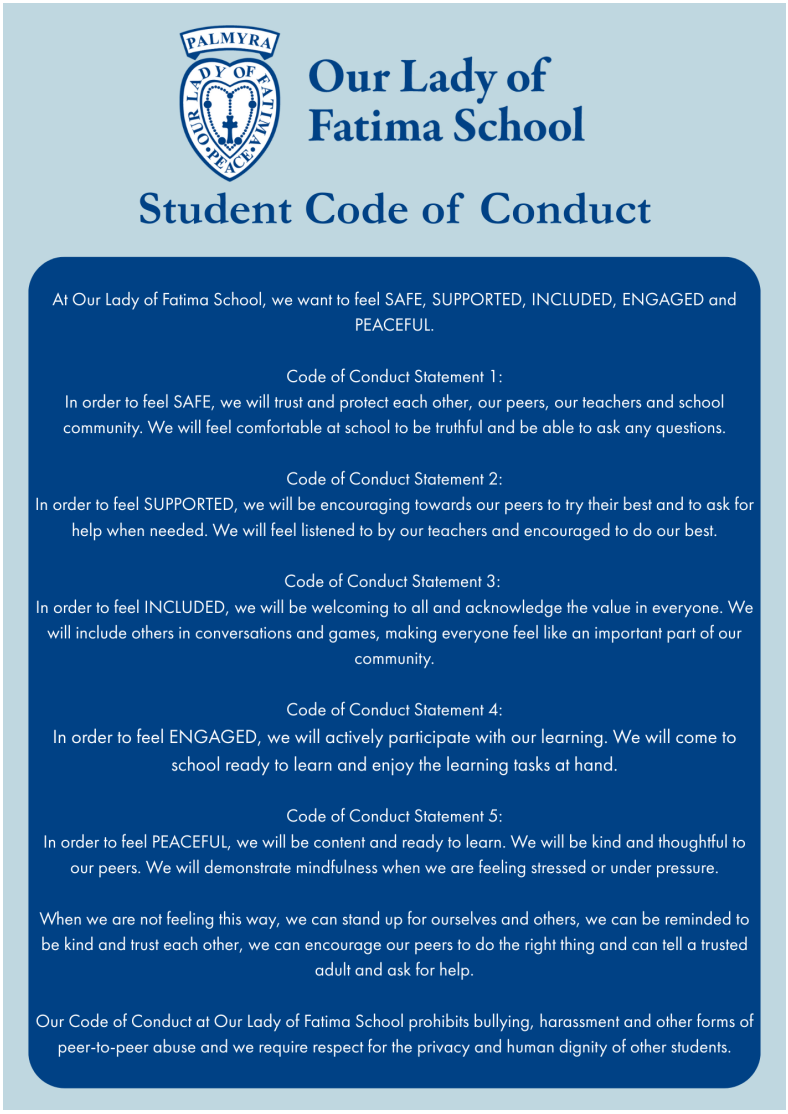
3. Procedures

- The dignity of every student is prioritised in our behaviour engagement procedures. Confidentiality, privacy and procedural fairness (a hearing appropriate to the circumstances, lack of bias, evidence to support a decision and inquiry into matters in dispute) are key requirements of the procedures.
- The student code of conduct and school values form the basis for the behaviour engagement procedures.
- These procedures are included in our parent handbook and also available on the school website for all parents/carers and community members.

Student Code of Conduct:

The student code of conduct forms the basis of the school's behaviour engagement procedures, which is outlined below:



Our Lady of Fatima School

Student Code of Conduct

At Our Lady of Fatima School, we want to feel SAFE, SUPPORTED, INCLUDED, ENGAGED and PEACEFUL.

Code of Conduct Statement 1:
In order to feel SAFE, we will trust and protect each other, our peers, our teachers and school community. We will feel comfortable at school to be truthful and be able to ask any questions.

Code of Conduct Statement 2:
In order to feel SUPPORTED, we will be encouraging towards our peers to try their best and to ask for help when needed. We will feel listened to by our teachers and encouraged to do our best.

Code of Conduct Statement 3:
In order to feel INCLUDED, we will be welcoming to all and acknowledge the value in everyone. We will include others in conversations and games, making everyone feel like an important part of our community.

Code of Conduct Statement 4:
In order to feel ENGAGED, we will actively participate with our learning. We will come to school ready to learn and enjoy the learning tasks at hand.

Code of Conduct Statement 5:
In order to feel PEACEFUL, we will be content and ready to learn. We will be kind and thoughtful to our peers. We will demonstrate mindfulness when we are feeling stressed or under pressure.

When we are not feeling this way, we can stand up for ourselves and others, we can be reminded to be kind and trust each other, we can encourage our peers to do the right thing and can tell a trusted adult and ask for help.

Our Code of Conduct at Our Lady of Fatima School prohibits bullying, harassment and other forms of peer-to-peer abuse and we require respect for the privacy and human dignity of other students.

School Values:

RESPECT

Matthew 7:12 In everything, do to others as you would have them do to you; for this is the law and the prophets.

We show respect by speaking and acting with courtesy, accepting people for who they are. We treat others with dignity and honour the rules of our family, school and country. Respect helps us to build trust in our relationships.

FORGIVENESS

Ephesians 4:32 Be kind to one another, tender-hearted, forgiving one another, as God in Christ has forgiven you.

Forgiveness is knowing that everyone makes mistakes and everyone deserves a second chance. It means letting go of anger or sadness if someone does something that hurts you. Forgiving yourself or others like Jesus did can lead you to stronger feelings of love and peace.

COMPASSION

Colossians 3:12 As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience.

Compassion is showing understanding, care, kindness and friendship for others when they need it the most. It means to empathise with someone who might be struggling and trying to do things to help them feel better.

GRATITUDE

Colossians 3:16-17 With gratitude in your hearts sing psalms, hymns, and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.

Gratitude is actively noticing all the good things we have in our lives and being thankful. Being grateful for the generosity of others leads us to a sense of fulfilment and can help us to be more generous. We are thankful every day for all that God has given us.

Tiers of Support:

The behaviour engagement procedures for Our Lady of Fatima School are based on a Positive Behaviour for Learning (PBL) framework to improve social, emotional, behavioural and academic outcomes for students.

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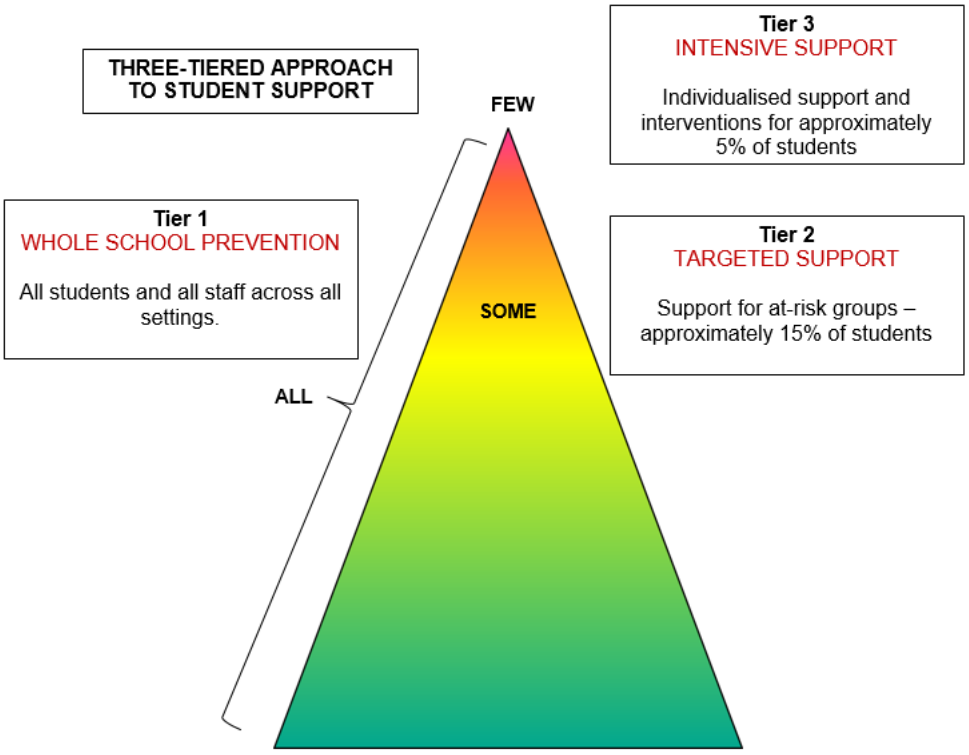

https://behaviour.education.qld.gov.au/supporting-student-behaviour/positive-behaviour-for-learning/tiers-of-support

TIER 1

The following strategies are used for ALL students at Our Lady of Fatima School:

- Positive, helping relationships are developed between staff and students, in line with the code of conduct. Interactions are positive and involve focused time, attention and acknowledgement of responsible behaviour.
- Each teacher explicitly teaches behavioural expectations to students in line with the school values and student code of conduct. These expectations are revisited regularly with classes and visually displayed.
- There is class and whole school acknowledgement and reinforcement to focus to positive behaviours. These include:
    - Praise
    - Providing opportunities for leadership and responsibility
    - Individual/ group/ class rewards where appropriate
    - Merit awards
    - Acknowledgement of students who display behaviour consistent with our student code of conduct.

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    - Fatima Hero award (awarded each term to a student who exemplifies the qualities identified in the school vision statement)
- Staff foster curriculum engagement, interest, purposefulness and adjustment to the point of need for all students.
- Staff are responsible for ensuring that there are clear and well understood routines of common tasks and events.
- All staff actively observe and supervise students in the classroom and playgrounds and data is used to reflect on student behaviour in objective ways and to monitor trends over time.
- The *Highway Heroes* social and emotional learning program is implemented from Pre-Kindergarten to Year 6. This program supports social decision making, the empowerment of students, skills in conflict resolution, as well as the explicit teaching of strategies for responding to bullying behaviour and supporting students who are bullied.
- Our Lady of Fatima School has adopted the *Keeping Safe: Child Protection Curriculum*, which is taught across the year in all year levels and is centred on 2 main themes:
    - We all have the right to be safe
    - We can help ourselves to be safe by talking to people we trust
- Teaching staff and education assistants have received comprehensive training in and adopted the *Berry Street Education Model* (BSEM). The BSEM framework provides practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet needs. The BSEM model enables all staff to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.
- Staff respond to misbehaviour in a way that is low key, calm and consistent. The focus is restorative, which supports students to be accountable, reflective and repair harm.
- In Pre-Kindergarten, Kindergarten and Pre-Primary, 123 Magic is used. 123 Magic is a management strategy that involves verbal warnings in the form of numbers to inform students of inappropriate behaviour with minimal impact on teaching and disruption. The steps are:
    - Proximity, eye contact, non-verbal gestures.
    - Reminder of classroom/ playground expectations.
    - Statement of numbers **1** and **2** - a verbal reminder of **1** and reminder of the expectations. A second verbal reminder of a **2** may occur if the behaviour continues or escalates.
    - Statement of **3**- The teacher will state **3** and the student will be moved to a quiet in the classroom to think about his/her behaviour. After a short time (at the teacher's discretion, the teacher will discuss the behaviour with the student.
    - This resets at every break (that is, recess and lunch).
    - If a student reaches a **3** on multiple occasions, the classroom teacher will inform the Assistant Principal and parents will be contacted. For serious misbehaviour such as physical aggression, the teacher will immediately inform the Assistant Principal. The teacher is responsible for documenting the incidents on SEQTA.

- The steps for dealing with inappropriate behaviour for students in Years 1 to 6 are:

1. Proximity, non-verbal cue and eye contact.

2. Statement of appropriate behaviour and classroom/playground expectations.
- Praise student if he/she re-engages.

3. Directed choice to engage in the appropriate behaviour ("you have a choice, you can...or you can.... ").
- Allow short take up time.
- Praise student if he/she re-engages.
- Statement of consequence if the student does not choose the appropriate behaviour.

4. The following steps are used:
- **CLASSROOM**- Student moved to complete individual reflection in the classroom to think about his/her behaviour or work independently.
  - After a short time (at the teacher's discretion), behaviour discussed with the student. The student rejoins the normal classroom situation.
  - A buddy class may be used as a reset space.
- PLAYGROUND- Student sits out of play for a period of time at the discretion of the teacher.
  - The behaviour is discussed with the student. The student rejoins playground play.
  - The duty teacher informs the classroom teacher.
  - A buddy class may be used as a reset space.
- Note: if a student reaches this point on multiple occasions, the teacher will contact parents.

5. In the case of repeated or serious behaviours of concern:
- The Assistant Principal may be called by another staff member to discuss the behaviour with the student and staff involved.
- If required, the student may spend time under the Assistant Principal's supervision on the day or on the next school day that the student attends. The Assistant Principal or member of the extended leadership team will engage the student in a restorative conversation and will implement an age-appropriate and fair consequence if required. The student may complete classroom work in the administration for a period of time at the discretion of the Assistant Principal.
- Parents will be notified of the time out of the class by the Assistant Principal or teacher (whoever is best placed to relate the details) and information is recorded on SEQTA.
- In very serious and/or significant repeated behaviours of concern, or where necessary to maintain the safety and wellbeing of the student, peers and/or staff, parents/carers may be called to collect the student and assist the school in developing a plan for re-engagement with his/her class.

Note: In the case of severe misbehaviour (including, but not limited to, physical aggression, violence, swearing or property damage), Steps 1-4 may be bypassed. Should Step 5 be reached on multiple occasions, the Assistant Principal will coordinate a meeting with the parents and teachers.

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TIER 2

The following strategies are focused interventions that support approximately 15% of students who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions:

- Staff to use low level de-escalation strategies, such as:
  - Check in- "Is everything ok, Is there something I can help with?"
  - Empathy- "*I can see that..... "*
  - Reassurance- "*I've seen you do well before I know you can ...."*
  - Modify the task to task/ chunk task to smaller increments
  - Explaining to the student what they can do once they have demonstrated the correct behaviour- "When you .... then you can ...."
  - Calm body language and communication- "*I'm here to help"*
  - Ask bystanders to move away or ask the student to walk with the staff member
  - Provide structured space – "I'm going to give you some space to settle"
  - Breathing Exercise- *"Take a few deep breaths with me"*
- Staff to use escalation cycle strategies and scripting (appendices 1 and 2).
- Provision of targeted small group interventions, such as social skills groups.
- Regular check-ins by teacher with students and parents/carers to monitor progress.
- Support from the student counsellor if required.

TIER 3

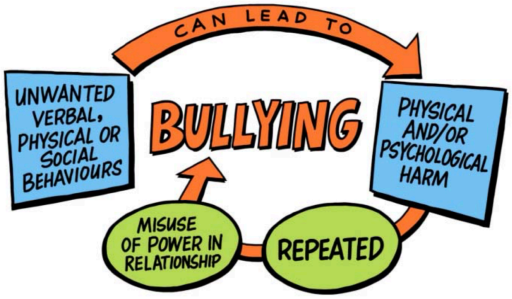
The following strategies are to support Tier 3 or 'intensive' interventions for approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations:

- Staff to use de-escalation strategies, such as:
  - Distraction- *" Would you like to...."*
  - Step away- *"Walk with me, let's go for a walk"*
  - Positive Removal Routine- *"I need this job done can you ...."*
  - Empathy- *"I can see ..... isn't working for you today walk with me"*
  - Relate- *"Need to keep you and others safe"*
  - Reminder of Limits and Boundaries- *"We have an expectation for....."*
  - Framing Limited Choices- *"A choice you can x or you can y"*
  - Remove the audience
  - Team Assist- calm stance, social space at the side, calm gestures, voice calm
- Staff to use escalation cycle strategies and scripting (appendices 1 and 2).

- Provision of a targeted individual intervention, a behaviour support plan and a case management approach with the student, parents/ carers, teacher and a member of the Leadership Team.
- Engagement with the Catholic Education Western Australia Psychologist if required.

Bullying:

- The National Definition of Bullying for Australian Schools (*Bullying No Way!,* n.d. https://bullyingnoway.gov.au) states:
  "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.
- 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.



- The following information comes directly from the *Bullying No Way!* (n.d.) website:
  - There are three types of bullying behaviour:
    - Verbal bullying which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion.
    - Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.
    - Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

  Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly.
- Online bullying is referred to as *cyberbullying*. Cyberbullying can include:
  - Sending insulting or threatening messages
  - Posting unkind messages or inappropriate images on social networking sites

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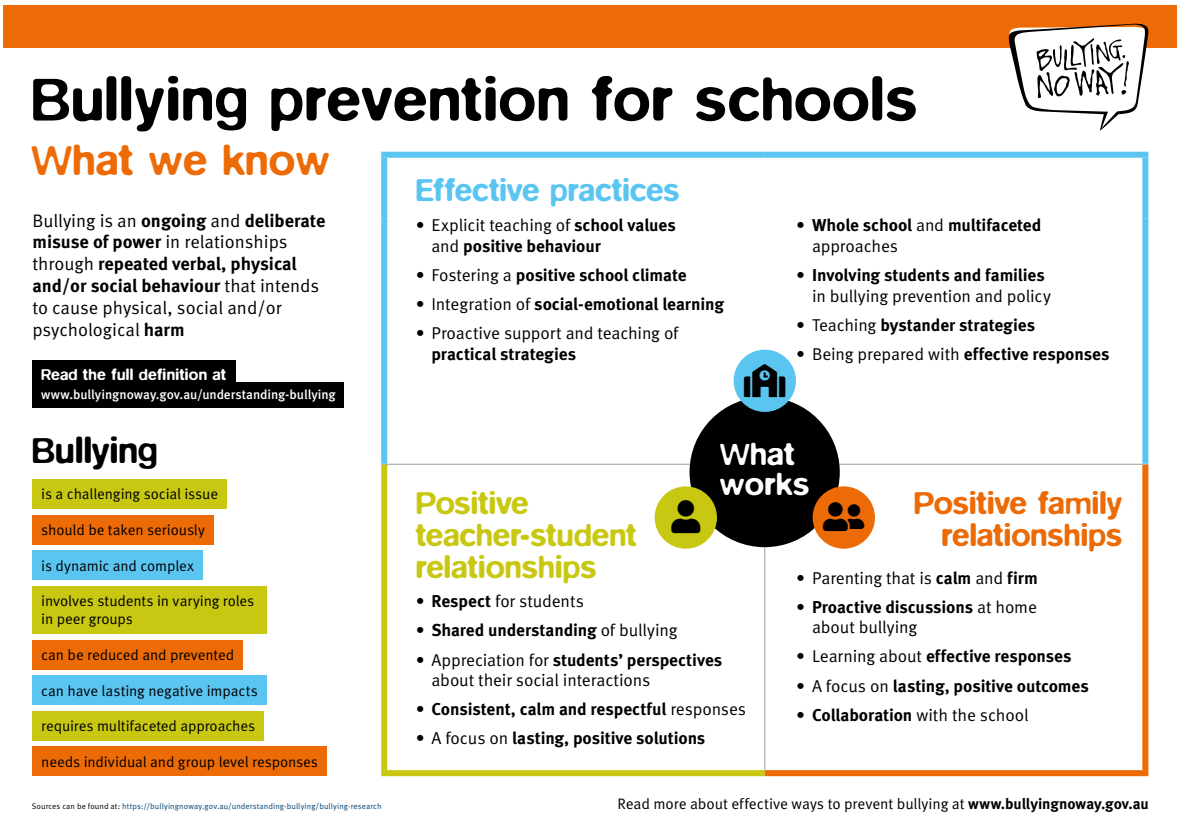
- Excluding others from online chats or other communication
- Inappropriate image tagging
- Sharing someone's personal or embarrassing information online
- Creating hate sites or starting social exclusion campaigns on social networking sites
- Sharing unflattering or private images, including naked or sexual images
- Assuming the identity of another person online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming.

For it to be cyberbullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline).

- One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline.
- The aim of a school response to bullying is to restore a positive learning environment for all students and to avoid escalation of issues or causing more harm.



- Our Lady of Fatima School uses a restorative approach to responding to bullying. Some of the key premises are shown below:

https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Restorative_Practice%20-%20FINAL.pdf

- Our Lady of Fatima School uses the following school response flow chart for student reports of bullying:

Listen carefully and calmly, and document what the student/s tells you.	• Private space to talk and if there are multiple students, speak to each individually • Acknowledge concerns and do not make them feel like he/she/they are at fault and avoid terms 'bully' and 'victim' • Listen to account fully and then ask questions to get more details if required- use prompts as "can you tell me more about.." • Use the following questions as a framework- "What happened? What were you thinking/feeling at the time? What are you thinking/feeling now? Who has been affected by what happened and how? What do you/ they need? What needs to happen to make things right?" • Ask about the behaviour of everyone, including bystanders • Clarify if there are immediate safety risks and let the student/s know how you will address these • Write a record of the conversation
Collect additional information	• Ask for any evidence from the student • Speak with all students involved, including bystanders. Use the following questions as a framework- "What happened? What were you thinking/feeling at the time? What are you thinking/feeling now? Who has been affected by what happened and how? What do you/ they need? What needs to happen to make things right?" • Write records that include information about who, what, where, when, how, why • Once there is a comprehensive picture of the situation, discuss a plan of action with the student/s
Discuss a plan of action with the students	• Invite suggestions from student if appropriate • Inform all students involved of your intention to inform their parents/carers • Involve the parents/ carers in developing the plan of action if
Inform the students what you intend to do	• Provide as much information as you can without violating the privacy of other students and parents/carers • Inform the students about when you are planning to follow up with them after implementing the plan • Explain that you will look at immediate and short-term responses, as well as long-term preventative measures or efforts to promote a positive school climate (Highway Heroes/ Keeping Safe targeted lessons, positive reinforcement)
Provide suggestions about what to do if the bullying occurs again	• Talk with the student about strategies, including informing staff • If this is not viable (due to the nature of the disclosure), refer to CEWA Executive Directives and Child Protection Procedures
Set a date for follow up review/s	• Ensure there is a clear date to check in with students and to ensure the school's response has responded to the situation
Record the incident in the school's data management system	• Ensure all records are saved in SEQTA as pastoral care notes
Notify appropriate personnel	• Refer the matter to the Assistant Principal • The Assistant Principal will inform the Principal and engage the CEWA Psychologist if required
Contact the parents/carers about the incident and the plan of action	• If parents/carers have not yet been involved in planning the course of action, advise them of the incident and the plan of action- refer to the CEWA Student Safety, Wellbeing and Behaviour Executive Directive and these procedures
Follow up with students	• Refer to date for follow up review and ensure that there is sufficient follow up with the student/s over the next weeks and months

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- If an incident is reported by a parent, the following steps are used by classroom teachers and Leadership Team:
    1. If they have not already done so, the parents/caregivers are asked to talk with their classroom teacher in the first instance. If parents are still concerned after speaking with the classroom teacher, they may make an appointment with the Assistant Principal.
    2. At the meeting, the staff member needs to provide a calming, supportive response and appreciate that some parents/caregivers may express anger and distress about their child's experience.
    3. The staff member listens carefully and documents the information, referring to these procedures to discuss the definition of bullying, expectations of students and staff, responsibilities and implications.
    4. The staff members inform the parents/caregivers what he/she intends to do regarding their concerns.
    5. The staff member provides suggestions and information about what parents/caregivers can do to support their child in the short term.
    6. The staff member sets a date for a follow up review and concludes the meeting.
    7. The staff member records the incident/student contact in school's student data management system- SEQTA.
    8. The staff member collects additional information from students and other personnel as appropriate using the above process and notifies appropriate school personnel.
    9. After the staff member has developed a full action plan based on the additional information gathered, he/she conducts the follow up review meeting with parents/caregivers.
    10. The staff member follows up with parents/caregivers and students at a designated time in the following weeks or months.
- Confidentiality is vital and will be maintained at all times in responding to behaviour and bullying, unless the incident is in breach of the *Child Protection Policy and Procedures*.

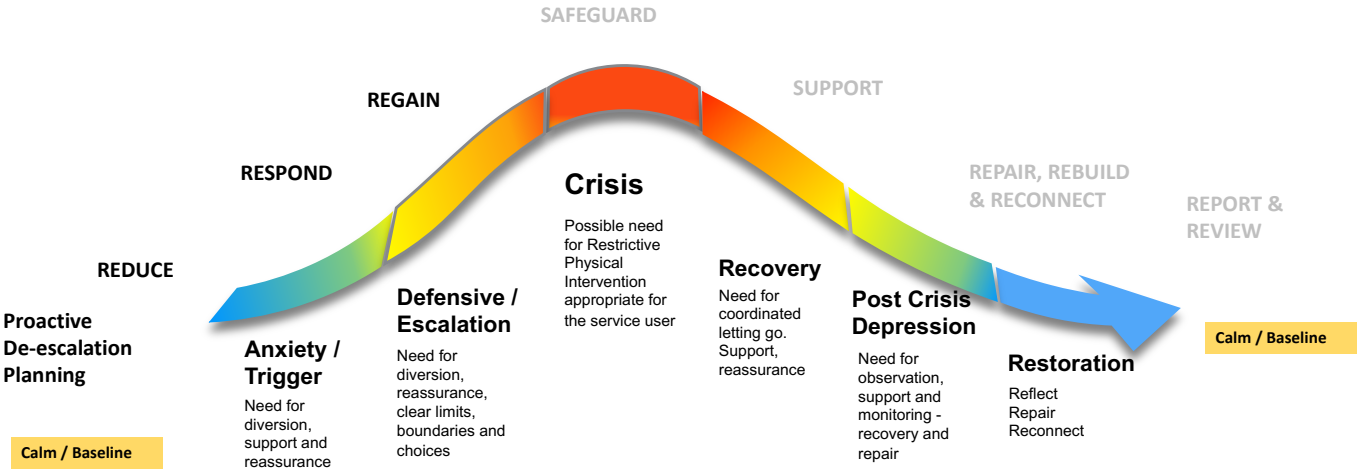
<u>Exclusion of Students:</u>

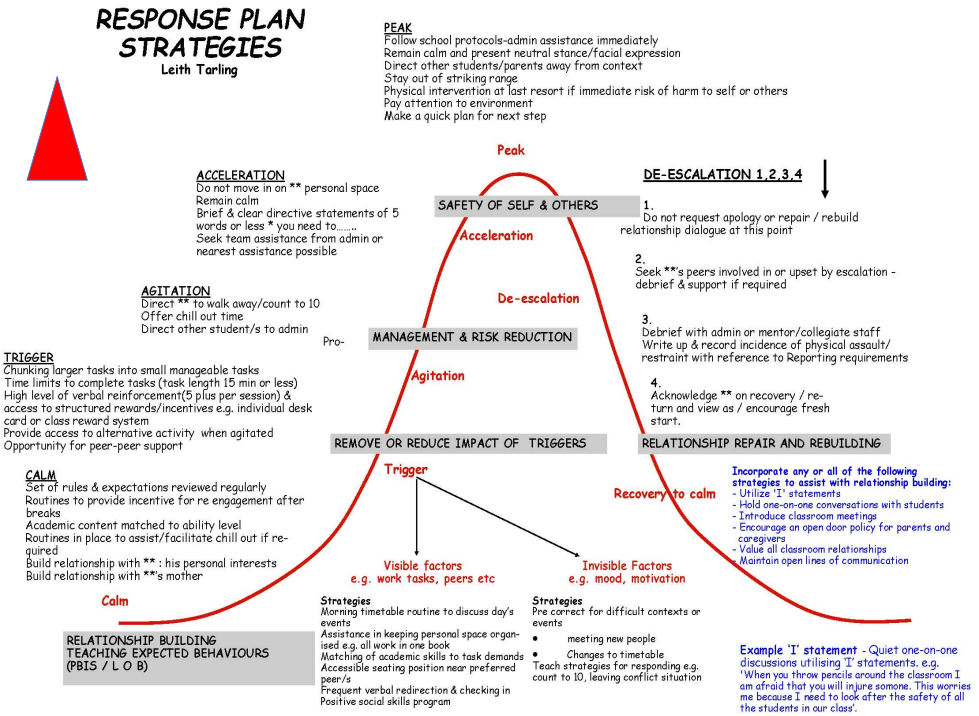
- Principals must ensure staff follow the Process for Exclusion of Students for Disciplinary Reasons.

Authorised by	Jacinta Petersen	Signature	
		Date	30 January 2025
Effective Date	1 February 2025	Next Review	January 2028

APPENDIX 1

Supporting Young People : Early Stage trigger to agitation





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APPENDIX 2

De-escalation scripting can be used to support behaviours of concern:

Acknowledgement of Difficulty

- "There must be a reason why ....."
- "I've noticed that ...."
- "I can see .... isn't working for you today"
- "At the moment I'm seeing ..... , would some time to ..... help?"
- "Is there anything that might help me understand why ..... isn't working for you today?"
- "Last week when you had this problem you ..... and I remember that worked well"
- "Can we use supa thinking here?"

Task/Expectation Modification

- Task Check In – "How is ..... going?" "Do you need some help with .....?"
- Peer engagement / seating modification – "If ..... were to sit with you to help would that work to .....?"
- "When you complete ..... then you earn ....."
- "Shall we change activities, can you ....."

Defining Limits and Boundaries

- "In this class we have an expectation for ....."
- "We have a school expectation for ....., you need to ..... "
- "A choice you can ..... or you can ....."
- "When you have ..... then you can ....."

Supporting Self-Regulation

- "Step out to get a drink and wash your face"
- "Take a moment to settle"
- "Take some time to....." – breathing routine / sensory box / movement activity / music time / drawing / colouring time / movement break"
- "Time to follow your plan"
- "Can we try some bubble breathing?"

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