



St Mark's Inala

STUDENT BEHAVIOUR SUPPORT PLAN 2026

School Mission and Vision - Teach Challenge Transform

As a Catholic school centred on the teachings of Jesus Christ, St Mark's strives to nourish and celebrate a Catholic Christian way of life where everyday experiences are recognised and celebrated as places where God is present. With the CHILD at the centre of our mission St Mark's values the Faith, Academic, Community and Environmental aspects of education. We want to Build Success Together.

Our School Context

St Mark's is a Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's Southwestern suburb of Inala. St Mark's school population is 450 students from 350 families. Our school community is made up of families from diverse cultures and backgrounds from Vietnam, 10 African Nations, Pacific Islands of Samoa, Fiji and Tonga and many other nationalities. In 2025, we have 19 classes from P-Year 6. We employ 58 staff members, with our leadership team consisting of a full-time Principal, an Assistant Principal Administration, an Assistant Principal Religious Education and a Primary Learning Leader. Our teaching staff consists of 17 fulltime classroom teachers and 2 part-time classroom teachers in job share arrangements. We have specialist teachers for HPE, Music, Library and Languages (Spanish). Our inclusion team consists of 2 Support Teachers Inclusive Education (ST.IE), one Guidance Officer (5 days per week), and 2 EAL/D teachers. The support staff of the school includes one full time groundsman, a part-time tuckshop convenor, three secretarial staff, a part time WHSO, a part-time RCO and 15 school officers.

Consultation and Review Process

The St Mark's staff developed this plan via both consultation with parents and staff combined with data gathering and analysis. This recent consultation process involved the following: 2022 /2023: Staff review annually in Term 4 of the Behaviour Support Plan in conjunction with the Child Youth Risk Management Strategy (CYRMS) Leadership team analysis of student behaviour using ENGAGE database system. Behaviour Plan is discussed at term parent meeting. 2024: Analysis of behaviour incident data 2025: Staff review of Behaviour Support Plan at staff meeting in Term 1.

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.

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Beliefs about Learning and Behaviour Student behaviour is at the core of business for all teachers as there is an educational link to behaviour. Effective learning and teaching is supported by safe, positive, and productive learning environments, based on the principles of consistency, fairness, and engagement. Behaviour education is best carried out via a positive modelling approach. This needs to be explicitly taught and it is best to be proactive rather than reactive. Supportive classrooms start with each individual student and the model of support used by all staff is based on the Berry Street Education Model (BSEM) which uses trauma-informed positive education strategies in strength-based classrooms.

At St Mark's, we believe that students learn best when:-

1. Students feel safe, respected and understood;
2. There is a supportive, welcoming classroom culture;
3. There is teamwork and co-operation based on respect and inclusion;
4. There are high expectations of behaviour and learning which are clearly and visually articulated and constantly reinforced;
5. Learning is engaging, challenging, personal, dynamic and fun;
6. There is pride taken in learning and learning spaces;
7. Learning and achievement is celebrated and valued.

Formal evaluation of the pilot program of Berry Street by the University of Melbourne affirms the positive impact of the program on student wellbeing, behaviour and engagement. "AusVELs data at the pilot schools suggest that BSEM contributed to more than two years learning in one academic year." The Berry Street Education Model has supported significant academic growth for many students with complex unmet needs in the classroom. The Model is used by teachers at the Berry Street School where students average 1.8 years learning in one year. (2022 BSEM-prospectus-April 2022.pdf (berrystreet.org.au)

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.

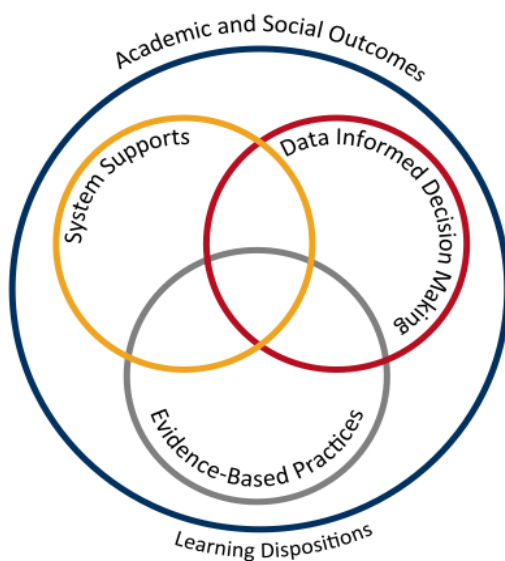


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

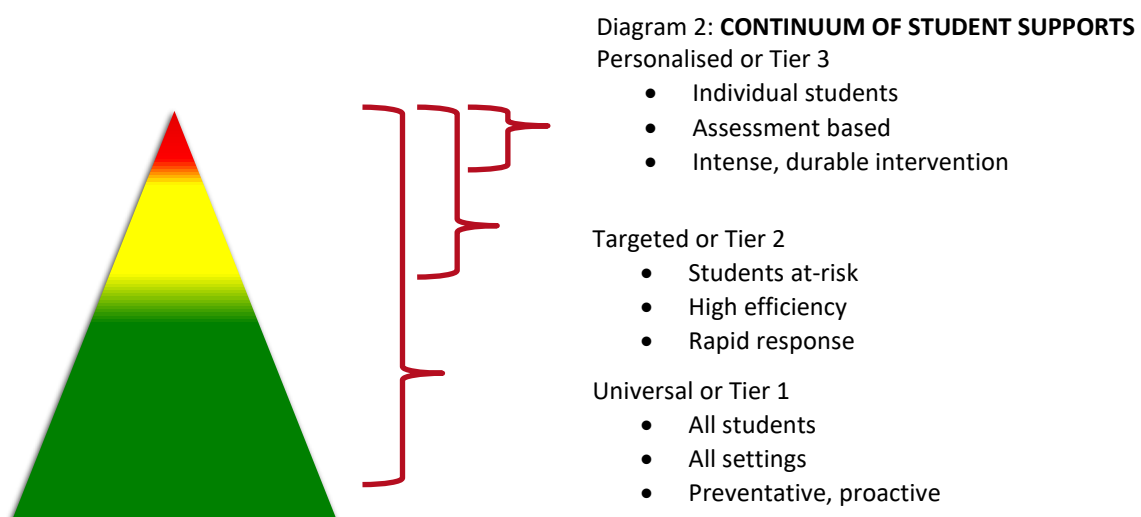
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

St Mark's Student Support Team: The Student Support Team consists of the Principal, STIE, Guidance Counsellor and the EAL/D teacher when required. This team meets weekly and has the following priorities:

- Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' (Engage) from teachers
- Raising any teacher concerns and discussing best ways to support teachers
- Addressing and revising tier 2 and 3 interventions
- Releasing teachers to discuss particular concerns with the team as well as with parents
- To monitor attendance data and plan for proactive intervention
- Review of current list of students requiring support. The meetings are chaired by the STIE and minutes recorded on the school portal.

ENGAGE data is reviewed frequently by this team and by the leadership team. Staff are regularly reminded to complete online PB4L Learning Modules on ilearn especially early career teachers. All staff have completed the Berry Street Training during 2023 and 2024 which supports the implementation of PB4L.

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:

- Show Respect
- Be Responsible
- Show Reverence
- Be Resilient
- Build Positive Relationships


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 Mark's RRRoaring!



	Class time	Playground	Church and Gatherings	Before and After School
Show Respect	<ul style="list-style-type: none"> Listen to others Allow others to learn Look after the classroom and property Follow directions Use your manners 	<ul style="list-style-type: none"> Follow the rules of the game Use kind words Respect personal space Listen to the staff and each other 	<ul style="list-style-type: none"> Listen and show reverence Allow others to listen Join in appropriately Sit still and calmly 	<ul style="list-style-type: none"> Listen to instructions Be on time Allow the teachers to get ready for the day
Build Positive Relationships	<ul style="list-style-type: none"> Cooperate Be kind Help others Learn from each other 	<ul style="list-style-type: none"> Include others in your game Look out for each other Take turns and share Help others who are hurt or upset 	<ul style="list-style-type: none"> Celebrate together Give thanks to God Congratulate others on their achievements 	<ul style="list-style-type: none"> Assist others Meet new people Greet each other
Act Responsibly and Safely	<ul style="list-style-type: none"> Be ready to learn Be on task Challenge yourself Hands and feet to yourself 	<ul style="list-style-type: none"> Wear your hat to play Play in your area Use equipment safely Put your rubbish in the correct bin 	<ul style="list-style-type: none"> Follow directions Walk into the space quietly and calmly 	<ul style="list-style-type: none"> Follow directions Follow pickup zone rules Watch for your car Stay away from the road Be in the right place at the right time

ST MARK'S RRRROARING!




Show Respect

Build positive Relationships

Act Responsibly and safely.

Respect
Relationships
Responsibility



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.

With our students we have found strong positive results when staff use the Welcome Circle (BERRY STREET) daily which sets out values and expectations for the day. In addition, direct teaching may be done using some or a combination of the following:

- Previous school year orientation day
- Vertical Buddy groups 2 x term from Prep – Year 6
- Building Success program in first two weeks of Term 1 each year
- Assemblies followed by group practice

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
Principal Picnic monthly	Class encouragers
Weekly assembly draw for 5 Markus award winners	Points system for class reward
Newsletter recognition for Markus award and Student of the week winners	Classroom Markus awards
End of term Markus Award winner	

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 inventions 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.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 - 12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- 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 e.g. Friendology in years 2 and 3.
- Lunch Club. This type of intervention involves indirect teaching of social skills individually in a controlled play setting at lunchtime.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

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

In addition, de-escalation crisis prevention and support strategies include:

Strategies to support students' regulation	
Tier 1	Universal Supports for all students
	Collaborative Problem Solving; Rule reminders; Circle Time; Zones of Emotional Regulation; Welcome Circle; Strengths based program; Brain breaks and Positive Primers
Tier 2	Targeted Supports for some students
	Lunch Club; Restorative conversations; Chill-out spaces in the classroom; Walks and Talks; Chill-out spaces in leadership offices
Tier 3	Individualised Supports for students with personalised plans
	Chill-out spaces in leadership offices; Individual conversations; Check-in; check-out process daily; Mediation between parties; Restorative conversations including parents
Steps to take on a daily basis to manage inappropriate behaviour	
Step 1	Minor Behaviour – addressed at the time and place by the staff member with logical consequences applied.
Step 2	Repeated Step 1 behaviours - Addressed at the time with logical consequences applied, incident recorded in ENGAGE and Leadership advised
Step 3	Repeated Step 2 behaviours with intent to harm including minor and major behaviours - referred to Leadership to address and recorded in ENGAGE
At any time	Swearing or use of physical force – immediately referred to Leadership to address and recorded in ENGAGE.

5. BCE Formal Sanctions

- **Detention process**

At St Mark's School, a detention takes place as a deterrent to signal to a student that their unproductive behaviour will be met with an immediate consequence.

Classroom teachers in conjunction with a leadership team member may nominate a detention. A member of the leadership team will supervise the student on detention in the main office. Parents are notified by phone by the leadership team member during the course of the detention.

- **Suspension process**

At St Mark's School, a suspension (either part or full or in school or out-of school) takes place when there has been a serious breach of the School Behaviour Support Plan and can be to ensure the safety of other students. 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. Suspensions are nominated only by Principal in conjunction with the 2 Assistant Principals. The Principal or Assistant Principal who is dealing with the incident would notify the parents by phone and by formal email letter and record the suspension in ENGAGE. Re-entry processes may be held on the morning of return to school or the afternoon prior. For in-school suspensions, student is supervised doing schoolwork by the leadership team.

- **Exclusion**

The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school can only be made by Brisbane Catholic Education Head of School Progress and Performance on recommendation from the Principal and in consultation with the Senior Leader - School Progress and Performance.

Exclusion is the most significant formal sanction and is only considered if there are no other reasonable actions available to respond to the student's behaviour. Exclusion can occur for a one-off serious offence affecting the safety of the whole school including involvement of weapons. Exclusion is considered when there is a pattern of high-level behaviour that induces fear amongst students and is a risk to student safety and where intervention practices have not remedied the situation. Parents are informed of their child's pattern of behaviour and the previous steps taken to support the child at a meeting with Principal. Parents are officially informed of exclusion recommendation by letter.

- **Appeals Process**

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

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

Each year all staff participate in professional learning (staff meetings and school officer meetings) about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment through staff meetings, online courses and seminars.

2. Teaching about Bullying and Harassment

Teachers 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. Teachers specifically teach and unpack the school rule 'Build Positive Relationships' through role-play, expectations and within the Berry Street framework through classroom teaching, library lessons (cyber-bullying), Student Protection Week resources and Bullying NoWay resources. Teachers teach terminology of bully, victim and by-stander.

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.

Student Procedures

If someone is bullying you, students are taught to be strong and assertive. These strategies will help you deal with someone who is bullying you.

- **Ignore the bully.** If you can, try your best to ignore the bully's threats. Pretend you don't hear them and walk away quickly to a place of safety. Bullies want a big reaction to their teasing and meanness. Acting as if you don't notice and don't care is like giving no reaction at all, and this just might stop a bully's behaviour. Walk tall and straight in a confident way, rather than hunched over, looking scared or uncertain.
- **Stand up for yourself.** Pretend to feel really brave and confident. Tell the bully "No! Stop it!" in a loud voice. Then walk away or run if you must. Students also can stand up for each other by telling a bully to stop teasing or scaring someone else and then walking away together. If a bully wants you to do something that you don't want to do, say "no!" and walk away. If you do what a bully says to do, the mean student is more likely to keep bullying you. Bullies tend to pick on people who don't stick up for themselves. Practise looking in a mirror and saying in a loud voice, "No" or "Leave me alone" or "I do not like what you are saying or doing". Look the bully straight in the eye. Don't cower. A firm rebuff often deters a bully looking for signs of weakness.
- **Don't bully back.** Don't hit, kick, or push back to deal with someone bullying you or your friends. Fighting back just satisfies a bully and it's dangerous, too, because someone could get hurt. You're also likely to get in trouble. It's best to stay with others, stay safe, and get help from an adult. Walk away from bullying quickly and confidently. Don't fight to keep possession of anything e.g. marbles, toys, sporting
- **Tell an adult.** If you are being bullied, it's very important to tell an adult. Find someone you trust and talk about what is happening to you. Teachers,

principals, parents, and office staff at school can all help to stop bullying. Sometimes bullies stop as soon as a teacher finds out because they're afraid that they will be punished by parents. This is not "telling on" or "dobbing on" someone who has done something small — bullying is wrong and it helps if everyone who gets bullied or sees someone being bullied speaks up.

Student Responsibilities for Positive Bystander Behaviour

Students can be active and positive bystanders in the following ways:

- Make it clear to their friends that they won't be involved in bullying behaviour
- Never stand by, watch or encourage bullying behaviour
- Do not harass, tease or spread gossip about others
- Respect everyone and value differences between people
- Be friendly to other students – especially if they are new

If students see someone being bullied, they are encouraged to:

- Keep safe and choose the best response to match the situation.
- Speak up and let the person doing the bullying know that what they are doing is wrong
- Refuse to join in the bullying and walk away
- Support the student who is being bullied and ask for help
- Ask a teacher or support person for help

Parent Procedures

Watch out for signs which might suggest that your child is being bullied i.e.

- Sudden reluctance to go to school
- Playing truant
- Taking a longer route home from school
- Falling behind academically or socially in class
- Nightmares, bed-wetting, crying themselves to sleep

- Money or toys going missing at home Encourage your children to be assertive:
Encourage your children to speak out if they are bullied
- Contact the school if there is a belief that a child is being bullied.
- Be willing to co-operate with school personnel if their child has been identified as doing the bullying.

4. Preventing Bullying and Harassment

St Mark's School plans for a safe, supportive and inclusive school to prevent bullying and harassment through a number of ways:

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.
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.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through the relief teacher induction folder.
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 through the newsletter and small focus groups.
6. Explicit promotion of social and emotional competencies among students with Virtue of the Week; Welcome Circle expectations and Circle Time debriefing.
7. Whole school programs to prevent and address bullying including Bullying No Way resource Bullying No Way and the BERRY STREET wellbeing and education model.
Berry Street Education Model | Berry Street

Key contacts for students and parents to report bullying

Principal – Allison Malouf – 0733723408

Assistant Principal Administration – David White – 0733723408

Assistant Principal Religious Education – James Bradley - 0733723408

Cyberbullying

Cyberbullying is treated at St Mark's School 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.

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Definition of Cyberbullying

Cyberbullying is a form of bullying that is carried out through an internet service including but not limited to:

- Email
- Chat room discussion
- Online social networking

- Instant messaging or web pages
- SMS messaging via mobile phones

Cyberbullying can happen in or out of school and at any hour of the day and may take the following forms:

- Being sent threatening emails
- Being teased or made fun of online
 - Having rumours spread about you online
- Having unpleasant comments, pictures or videos sent or posted online
- Being sent unwanted messages
- Have someone use your screen name

St Mark's responds to incidents of cyberbullying in the same way as in person bullying, involving parents and all parties involved.

Resources

The Australian Curriculum provides the framework for St Mark's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education. The school uses the independent research-based evaluation tools of Be You Programs Directory

<https://beyou.edu.au/resources/programs-directory>

and STEPS for selection of anti-bullying programs

<https://bullyingnoway.gov.au/PreventingBullying/STEP>

Also used are resources provided by:

- Bullying No Way <https://bullyingnoway.gov.au/>
- Education | eSafety Commissioner <https://www.esafety.gov.au/educators>

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.

St Mark's School uses behavioural data together with other data sources to make data informed decisions about student supports. The St Mark's School Positive Behaviour for Learning (PB4L) team includes teachers from all year levels and meets monthly.

The main priorities of the PB4L team are to review the 'Universal Tier 1 Supports':

- Responses to inappropriate behaviour
- Response phases to be promoted and refined as required (REPAIR process)
- Whole school routines, procedures and transitions
- School wide positive reinforcement
- Playground equipment and activities
- Procedures: line up, moving around the school, play zones etc to be refined and refreshed as required.
- Consistent data entry by teachers on Engage system

The St Mark's Student Support Team meets weekly to analyse Tier 2 and 3 data. The student support team consists of the Principal, STIE, Guidance Counsellor and the EAL/D teacher.

The team has the following priorities:

- Analysing relevant behaviour data
- Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' (through Engage) from teachers
- Raising any teacher concerns and discussing best ways to support teachers
- Addressing and revising tier 2 and 3 interventions
- Releasing teachers to discuss particular concerns with the team as well as with parents .

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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	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	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	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	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
15	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
16	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.
17	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
18	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
19	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 Allison Malouf	Issue date: 28/07/2025	Next review date: 28/07/2028
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