Together we soar

Saint Mary's Catholic College

Student Behaviour Support Plan

2026 Edition

A Brisbane Catholic Education School

Saint Mary's Catholic College
Student Behaviour Support Plan

Contents

School Vision 5

School Mission 5

Our School Context 5

Consultation and Review Process 5

Authorisation ..... **Error! Bookmark not defined.**

Section A: Our Student Behaviour Support System 5

1. Our Beliefs and Common Philosophy about Learning and Teaching 5

2. Our Systems Approach – Positive Behaviour 4 Learning (PB4L) 6

What is Positive Behaviour for Learning? 6

Theoretical and conceptual characteristics 7

Continuum of support and key features 7

Tier 1 Universal Supports 7

Tier 2 Targeted Supports 7

Tier 3 Personalised Supports 7

3. Student Behaviour Support Leadership & Professional Learning for College staff 8

Section B: Our Student Behaviour Support Practices 8

1. Clarity: Our Expectations 8

Behaviour Matrix ..... **Error! Bookmark not defined.**

School Behaviour Support Plan 10

School-Wide Behaviour Expectations 10

2. Focus: Teaching Expected Behaviour 11

3. Feedback: Encouraging Productive Behaviours for Learning 11

Tier 1 – Universal Supports 11

Follow Through – Certainty, Severity, Celerity 14

Tier 1 Universal Supports: Consistent Expectations in all Saint Mary's Catholic College Learning Areas 15

PB4L Tier 1 – Component 6: Staff Responses to Unproductive Behaviour 18

Tier 2 Targeted Supports 20
Tier 3 Personalised Supports 20
5. Feedforward: Responding to Unproductive Behaviours 21
6. BCE Formal Sanctions 22
Formal sanctions include the following: 22
Detention 22
Suspension 23
Immediate Suspension 23
The purpose of Suspension 24
Guidelines for a Suspension: 24
Communication 24
Other Points Regarding Suspension 25
'Return to School' Interview or Suspension Re-Entry 26
Negotiated Change of School ..... **Error! Bookmark not defined.**
Exclusion 26
Process for Appeals – For appeals, the school aligns with BCE Processes 27
7. Bullying and Cyberbullying – Information, prevention and College responses 27
Purpose 28
Policy Statement 28
Definitions ..... **Error! Bookmark not defined.**
Our whole-school approach to preventing and responding to student bullying and harassment. 29
What bullying is not? 31
All staff must take all reports of bullying and harassment seriously and respond with a school team process. 32
Section C: Our Student Behaviour Support Data 34
1. Data Informed Decision Making 34
References 35
Relevant Brisbane Catholic Education Policies 36
Appendix A – Behaviour Definitions Minor Behaviours 37
Major Behaviours 38
Appendix B – Dimensions of Supportive Classroom Environments ..... **Error! Bookmark not defined.**

Appendix C – Personal Digital Devices (PDD) Policy and Procedure ..... **Error! Bookmark not defined.**

Appendix D – Hands Off Rule ..... **Error! Bookmark not defined.**

Appendix E – Uniform Policy ..... **Error! Bookmark not defined.**

School Vision

Saint Mary's Catholic College is a P-12 co-educational learning community inspiring students to realise their dignity.

School Mission

Through a faith-centred, excellent education, we provide every student the opportunities to grow spiritually, culturally and physically. Our core values ensure every student, every day, has the opportunity to be their best.

Our School Context

Saint Mary's Catholic College is a regional co-educational Catholic College offering quality inclusive education to students in the South Burnett Region. The College belongs to the community of over 146 Catholic schools in the Archdiocese of Brisbane and provides a seamless education for students from Prep to Year 12. The College has been proudly serving the families of the South Burnett district since 1990, following the amalgamation of the St Mary's Parish Primary and Secondary schools, and has an enrolment of approximately 300 students. Our rich and long tradition began in 1929 by the Sisters of Charity.

Consultation and Review Process

This policy will be reviewed annually or as:

- New developments/research occurs
- Legislation updates occurs
- Brisbane Catholic Education requirements change

By this process, Saint Mary's Catholic College can ensure the best practice for its students, staff and parents and carers.

Section A: Our Student Behaviour Support System

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.

The distinctive nature of learning and teaching at Saint Mary's Catholic College emphasises the development of the whole person: spiritually, intellectually and socially through a commitment to quality teaching and an expectation that all students will learn successfully. The community promotes students' respect for, and a deep understanding of, themselves, others and their environment. We are a learning-centred community focussed on engagement, high expectations and life giving relationships amongst all learners in the community.

To achieve lifelong learning through our SOAR values requires the alignment of the following:

1. Strive to be you Best
    - Welcome, respect and accept all
    - Be polite and courteous
    - Listen and follow staff instructions and social expectations
    - Wear your school uniform with pride
2. Own it
    - Take responsibility for your learning, choices and actions
    - Respect people, spaces and the environment
    - Show care, support and concern for others
3. Actively engage
    - Be prepared and ready for learning
    - Engage, contribute and participate fully
    - Use technology and equipment for their intended purpose and as instructed
4. Be resilient
    - Have a positive attitude and growth mindset
    - Be flexible and persistent when encountering challenges
    - Use appropriate, positive and supportive language

2. Our Systems Approach – Positive Behaviour 4 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 through their education.

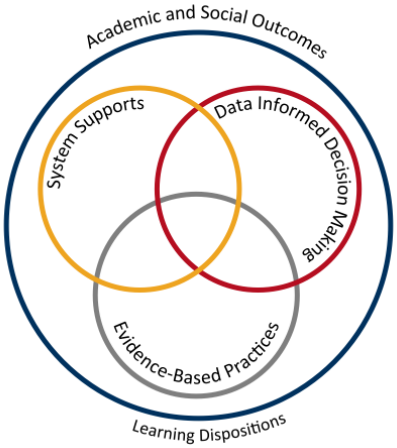


Diagram 1: Adapted from School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment, by OSEP Centre On Positive Behavioural Interventions and Supports, 2024, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. These 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 behaviour 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 a 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 comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

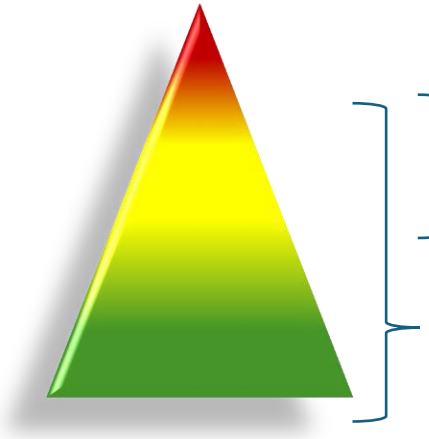


Diagram 2: **Continuum of Student Supports**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

The student behaviour support processes at Saint Mary's Catholic College are led by the Head of College in conjunction with the Assistant Principal Primary, Assistant Principal Secondary and Pastoral Middle Leaders. The Guidance Counsellor, Support Teacher Inclusive Education, Cultural Liaison Officer, all support the PB4L team that targets and supports students from Prep to Year 12.

The Wellbeing team meets regularly to review and action requests for support made by teachers. The team works from prepared agendas and accesses and analyses data from a variety of sources before making decisions about specific support for learners. The Tier 2 and Tier 3 student support teams meets regularly and focuses on primary students in one week and secondary students in the alternate week.

Teachers and staff engage in professional learning about PB4L on a regular basis. Throughout 2025 teacher will continue to build their capacity in the implementation of PB4L by completing the BCE PB4L effect and expected practices modules. To further support the integration of this framework, in our everyday practices staff, have engaged in partnership with the Resilience Project. This ensures our guidelines are based on the restorative practices with a common language.

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:

- **S**trive to be your Best
- **O**wn It
- **A**ctively Engage
- be **R**esilient

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.

Our Behaviour Matrix provides specific examples of how students can embody the "SOAR" expectations in various settings, such as classrooms, playgrounds, and school

events. This matrix is a living document that will be regularly reviewed and updated to ensure it meets the evolving needs of our school community. By adhering to these expectations, we can create a harmonious and productive learning environment where every student has the opportunity to ‘Realise Your Dignity’ and reach their full potential. Together, we can build a school community that is respectful, responsible, engaged, and resilient, guided by the timeless wisdom of St Benedict.

School Behaviour Support Plan

At Saint Mary's Catholic College, Kingaroy, we are committed to fostering a positive and respectful learning environment where every students can thrive. Our school-wide behaviour expectations are encapsulated in our theme "SAOR" – Strive to be your Best, Own It, Actively Engage, and be Resilient. These expectations are deeply rooted in the charism of St Benedict, emphasizing community, respect, and personal growth.

School-Wide Behaviour Expectations

1. ***Strive to be your Best***
    - Aim for excellence in all your academic and extracurricular activities.
    - Show dedication and perseverance in your studies and personal development.
    - Reflect the Benedictine values of "Ora et Labora" (Pray and Work) by balancing effort and reflection.

2. ***Own It***
    - Take responsibility for your actions and their impact on others.
    - Be accountable for your learning and personal growth.
    - Embrace the Benedictine principle of humility by acknowledging your strengths and areas for improvement.

3. ***Actively Engage***
    - Participate fully in all school activities and learning opportunities.
    - Show enthusiasm and a positive attitude towards your education.
    - Foster a sense of community by supporting and encouraging your peers, reflecting the Benedictine value of hospitality.

4. ***Be Resilient***
    - Demonstrate perseverance and determination in the face of challenges.
    - Develop coping strategies to manage stress and setbacks.
    - Embrace the Benedictine value of stability by remaining steadfast and committed to your goals.

In addition to our school expectations, our effective 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 development 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, reteaching, 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:

- During orientation days at the start of the year
- Assemblies – whole school, year level, house levels, Primary and Secondary
- Pastoral Care lessons – based on The Resilience Project
- Bounce Back and Unleashing Personal Potential (UPP) programs
- Reflection days and student retreats
- Camps and excursions
- Presentations by members of the community
- Student leadership program
- In classrooms everyday and through the curriculum
- In conversations and interactions
- In notices read daily during Homeroom
- Expectations clarified through the newsletter
- In College handbooks and documents
- Presence of College Behaviour Matrix located throughout the College
- Extra-curricular programs
- Lunch time clubs
- Beginning of the school year – in classrooms unpack behaviour matrix through different areas of the school to become familiar with surroundings and expectations

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 and 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:

Student of the week awards (Primary)	Principal's Award in Primary
Realise your Dignity awards that focus specifically on the Benedictine values	Tuckshop vouchers from the College Principal
Benedictine Awards each term	Matrix posters in settings visible throughout the school year
Positive reinforcement in the classroom, including incentive or reward systems, specific positive feedback and positive relationship building (student to teacher; peer to peer)	PB4L postcards to parents to recognise productive behaviour
Annual Christian Living Award	General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas
GOTCHA Awards	GOTCHA Tickets

Praising positive student behaviour and providing feedback to students reinforces expectations. It is important to follow desired behaviours with consequences that are reinforcing to most students, such as specific positive feedback.

Teachers encourage and motivate 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.

Skills to reinforce behaviour	**Explanation**	**Example**
Instruction encourages	Follows an instruction and focuses on appropriate behaviour and positive classroom language. Instruction encourages promote routine and catches students doing the right thing.	Teacher directs students to "Stop, look and listen". Teacher scans the room and says "I appreciate that most people have listened and are looking this way".
Cueing	A verbal or non-verbal cue to prompt students' appropriate behaviour	Jenny is off-task during a writing activity while sitting near Mark. Teacher says, "I can see mark working quietly on his writing".
Descriptions of reality	Reinforces appropriate student actions by describing observable behaviour. Uses positive classroom language.	"The group is on-task". "Most students have moved to the correct place".

Redirections to the learning	Using the curriculum to redirect behaviour. Focus is on the language of curriculum, not behaviour. The skill uses positive classroom language.	Two girls are off-task and talking. The teacher asks, “Girls, which question are you up to? I’ll come and help you in one minute”.
Positive feedback	Catch students doing the right thing and reinforce it verbally or non-verbally. Where possible, make feedback specific and individualised. Praise individually, groups or the whole class.	“Great answer, Matt”. “This group is collaborating and listening to each other’s ideas”. Some non-verbal examples include: smiling, thumbs up, giving a sticker.

These skills enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

Redirections occur when a student/s is choosing inappropriate classroom behaviours. Redirections provide a learning or behaviour focused prompt for students to resume on-task activity, reducing the need for further correction. It puts the responsibility onto the student and reinforces the importance of appropriate or expected behaviour. Redirections fall on a continuum of least intrusive (e.g. non-verbal direction) to most intrusive.

Skills to redirect behaviour	**Explanation**	**Example**
Non-verbal redirections to learning	When a student is off-task, a teacher redirects the student to learning using their body language, proximity to the student/s or pausing in their talk/instructions	Two boys are off task. The teacher moves towards them and stands in close proximity. The teacher notices a students hasn’t started work. When the teacher makes eye contact, she touches the board which has the instructions for the learning.

Oral redirections	To respectfully prompt the student who is off-task or disrupting others. Oral redirections can include: questioning to re-direct a student, use of humour to manage behaviour or calling a student's name.	The teacher notices Sarah talking to a friend and says, "Sarah, listening thanks". A teacher asks a student who is disrupting others, "what are you supposed to be doing now?" "Get back on task, thanks Mark".
Giving a choice	Giving a choice provides the student, or group, with information about the teacher's expectations and possible consequences of the choice. It puts the responsibility onto the student.	"Steven, the choices are: move over here near the window and you will be able to join us, or stay there on your own. Make your choice now". "Mia, continue with your work or you will have to see me at the end of the lesson".

Follow Through – Certainty, Severity, Celerity

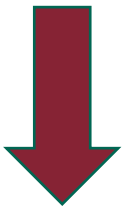
Following through is a resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is disturbing the learning environment. This skill models assertive teacher behaviour and establishes that the teacher is serious about their expectations and the possible consequences of inappropriate behaviour.

The certainty of follow through is what matters most. Celerity refers to the immediacy of the follow through. The severity of the follow through is dependent on the behaviour. Follow through is determined in alignment with the teacher's established classroom expectations and possible consequences, the College's Code of Conduct and the Student Behaviour Support Plan.

Examples of follow through include:

- Moving a student in the room
- Sitting out an activity/missing a turn/losing a privilege
- Speaking with a student/s at the end of the lesson
- Contacting parents/carers
- Keeping a student back after class*
- Time in a buddy classroom
- Detention*
- Arranging a meeting with parents and or the student
- Referring a student to the Curriculum Leader or Wellbeing Leader

Least intrusive



Most intrusive

*It is important to note that Saint Mary's Catholic College distinguishes between keeping a student back after class as a consequence and a formal detention. Teachers who have established class rules and consequences may keep a student behind after class at morning tea or lunch as a consequence if they need to speak with the student or if the student has work to finish that they chose not to complete during class time.

Keeping a student back at morning tea or lunch is different to a formal detention. A formal detention is issued by a Pastoral Leader or a member of the College Leadership Team in response to unproductive behaviours. A reflective conversation will occur with the student about their behaviour and why they are receiving detention/s as a consequence.

**Time in a buddy classroom is an example of a consequence or follow through that gives the teacher, other students, and the student engaging in unproductive behaviours time away from the class. It is hoped that by spending some time in a different class, the student engaging in unproductive behaviour is able to reflect on their behaviour and the impact they have on the learning of others. The teacher will engage the student in reflective, re-entry questions before returning to class, and make clear the classroom expectations (this could include re-stating or re-teaching appropriate behaviours).

Tier 1 Universal Supports: Consistent Expectations in all Saint Mary's Catholic College Learning Areas

When students are given clear routines and guidelines, they are more likely to display appropriate behaviour (Horner, et al., 2005). Therefore, classrooms should be built on ensuring predictability and structure (Harlacher, 2015, p.11).

Effective classroom management begins before students enter the classroom. As a College, we believe that consistent practices for the entry and exit of students, and during the lesson, contributes to familiarity of expectations.

These expectations must be consistent across our College. These expectations are applied in every learning context, forming productive and consistent learning and teaching practices for students and teachers. We do recognise that some classes or learning spaces will be different (e.g. a practical HPE lesson).

Classroom Entry Expectations:

1. Students line up outside the classroom
2. Students enter the classroom on teacher instruction and stand behind their desk
3. Greeting by the teacher (e.g. "Good afternoon, Year 8 and may God bless you or may God shine on you").
4. A teacher communicates a prepared learning intention and success criteria

During the Lesson:

- Students who are late to class knock, wait and are greeted positively by the teacher. Follow up conversation about why the student is late should occur.

- Students are encouraged to bring a water bottle to class. No other food or drink is permitted

Classroom Exit Expectations:

1. On teacher instruction, students push their chair in, rubbish is cleaned and the board is cleared
2. The teacher addresses students/the class with a parting formality
3. The teacher dismisses students when the bell chimes
4. Students leave the room under teacher instruction in an orderly manner

Student behaviour in the classroom and other spaces:

- The College expects students to demonstrate positive behaviour in accordance with the Behaviour Matrix
- Teachers set expectations for students based upon the Behaviour Matrix and the College's common goals

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 practice 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 time out in a safe space in the classroom Supervised time out in a safe space outside of the classroom Individual Crisis Support and Management Plan	Teacher – student conversation Work it our together plan – teacher and student Teacher – student – parent/carer meeting Teacher – student - leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Mediation

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based approaches.

Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and, at times, be part of the solution. Even though responses for inappropriate behaviour are intended to be educational, they may also be aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

For Major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. Most major behaviours will typically result in actions taken by the Pastoral Team or College Leadership Team that may include more intensive teaching, restitution activities, and strategies to help the student handle future situations or parent/carer meetings.

When a student's behaviour is abusive or very unsafe within a classroom or learning environment, a teacher can enact the Process for Sending a Student from the Classroom. Guidelines in this process are included on the subsequent pages.

PB4L Tier 1 – Component 6: Staff Responses to Unproductive Behaviour

EVERY CLASSROOM:
Ensure the dignity of each student as a child of God.

PB4L Effective Classroom Practices and Responses:

1. Plan using the Approved Curriculum.
2. Differentiate learning for students to be successful.
3. State, teach & reinforce classroom expectations.
4. Use College procedures and routines.
5. Actively supervise learning and give students feedback about productive behaviours.
6. Provide multiple opportunities to respond.
7. Have positive, supportive strategies to respond to productive behaviours for learning.
8. Have positive, supportive strategies to respond to unproductive behaviours for learning.

BEHAVIOUR DATA
The teacher determines if the behaviour is minor or major and records the incident on the BCE Engage Student Support System.

Unproductive Behaviour

Minor - teacher responses

- Cueing with parallel acknowledgement, descriptions of reality, selective attending, close proximity.
- Redirection to the learning
- Teach or re-teach the expected behaviour (link to Behaviour Matrix/established expectations)
- Supportive check in – reassuring conversation
- Calm down time in safe space/chill card/drink break
- Move student into the room
- Miss out on a privilege/turn/reward
- Individual close talk
- Communicate in student's diary

Repeated Minor - teacher responses

- Re-set expectations & re-teach expected behaviour
- Contact parent/carer
- Be direct, calm and provide a clear choice (win-win)
- Problem solving
- Re-configure seating plan
- Keep student back after class. Follow through on established consequences
- Community service/make it right action
- Parent, student, teacher meeting
- Restorative practices

Major teacher + leadership responses

- Re-set expectations & re-teach expected behaviour
- Contact parent/carer
- Student(s), teacher, leadership problem solving conversation
- Student, teacher, leadership, parent meeting
- Crisis Management flowchart/Behaviour Plan
- Other actions determined in response to the situation
- Formal sanction – detention or suspension

Additional Student Supports
Request for Support (Engage)
Refer to Student Support Graphic
Classroom observations/profiling
Tier 2 & Tier 3 Supports

Due for review: April 2026

Definitions of Very Unsafe or Abusive Behaviour

There are occasions where the behaviour of a student/s necessitates immediate intervention. On the rare occasion where a student displays or engages in very unsafe or abusive behaviour, the process for *Sending a Student from the Classroom* can be enacted.

Very Unsafe Behaviour

Very unsafe behaviour jeopardises or violates the safety of the individual student, other student/s or the teacher. It is typically alarming and concerning behaviour that requires immediate intervention to ensure the safety of others or the student engaging in the unsafe behaviour.

Very Unsafe Behaviour*	**Unsafe Behaviour to be Managed by Teacher****
Throwing a chair across the room or at others	A student pulls a chair out from someone as they sit down
Dangerous and inappropriate use of chemicals	Flicking water
Purposefully igniting a fire	Playing with matches
Threatening to use or using equipment on others in a serious manner e.g. knife, chisel	Inappropriate use of equipment e.g. digging/scratching a chisel into a bench
Complete disregard for the established safety expectations that poses a threat to the safety of others e.g., throwing a javelin in the direction of a group of people	Removal of safety equipment (e.g. glasses)

Abusive Behaviour

Abuse is any action or behaviour that intentionally harms or injures another person and requires immediate intervention to avoid further abuse or escalation. It can include verbal abuse (e.g., yelling, name-calling, offensive language), emotional abuse (e.g. threats) and physical abuse (e.g., pushing, shoving, hitting).

Abusive Behaviour*	**Behaviour to be Managed by Teacher****
Aggressive or hostile swearing at a teacher or student/s	Argument behaviour
Aggressive body language e.g., a student squaring up/wanting to fight another student	Defiance or disrespect
Yelling e.g., offensive language, threats, inappropriate remarks	Swearing under breath about a situation or indistinguishable swearing/comments

*The examples provided are not exhaustive but serve as a guide to understanding the nature of unsafe or abusive behaviour that would warrant a student leaving the classroom.

**The examples provided would still require follow up and intervention by the Classroom Teacher.

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 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 students 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 students 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 skills instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports

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

Personalise 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 practice 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 clam 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

5. BCE Formal Sanctions

Saint Mary's Catholic College Student Behaviour Support Plan is underpinned by Brisbane Catholic Education's Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines (2017). Please see Appendix 2 for further information.

Formal sanctions include the following:

1. Detention
2. Suspension
3. Exclusion

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate.

Appeals Process

Sanction	Appeal Process
Suspension 1-5 day	Appeal made to the school principal
Outcome 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.

Detention

A detention is any period when a student is:

- Required to remain at the College, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time, after school, or non-school days
- Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (e.g. time-out)
- (Brisbane Catholic Education's, Student Behaviour Support: Guidelines, Regulations and Procedures, 2017, p31)

Suspension

A suspension is the temporary, full-time or part-time withdrawal of a student's right to attend the College and/or school related functions for a defined period of time. It is our hope that the College staff and parents/carers will work together, with the aim of assisting a suspended student to re-join the College community as quickly as possible.

The decision to suspend a student can only be made by the College Principal or their delegate and will be used only when other available measures have been implemented without success, or where the situation is serious, or demands an immediate response. The College, the student and their parents/carers will use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

According to Brisbane Catholic Education's *Student Behaviour Support – Guidelines, Regulations and Procedures* the Principal or their delegate may suspend full-time or part-time, a student from the College for a period of up to ten (10) school days.

A suspension could be in school (internal) or out of school (external). The College will determine if a suspension is internal or external.

The Principal or their delegate may suspend a student, where behaviour includes the following:

- *Persistent non-compliance:* Students, who in their relationship 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; and
- *Breach of the College's Student Behaviour Support Plan:* Students who seriously breach the expected rules outlined in this plan.

Immediate Suspension

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

- Possession of alcohol or a suspected illegal drug: school must be places that are free of all illegal substances. 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 abuse violence against another student or member of the school community, or themselves, may be suspended immediately.
- Concerning or serious sexual behaviour.

- 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 will be reported to the police.
- Verbal abuse: Principal's are to take developmentally appropriate expectations into account in relation to verbal abuse by a student.

The purpose of Suspension

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 are involved in the process of the student returning to school.

Guidelines for a Suspension:

- A student shall be suspended for the shortest time that the College deems necessary
- Indefinite suspension, where a student is continually re-suspended for the maximum period will not occur
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspensions should not exceed more than ten (10) school days
- By mutually-agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program
- A suspension may occur if the Principal or their delegate has:
    - Ensured that appropriate and available student support strategies and discipline option have been applied and documented
    - Ensured that appropriate support personnel available, within the school system and externally, have been involved
    - Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/carer regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension.

Communication

Suspension decision

1. The Principal will inform the student and families 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 taken into consideration. Some situations may require discussion about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

Notification to families for a day or more suspension options

2. A student may not be sent out of school before the end of the school day without the family being notified and, if necessary, 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, Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful.

In all cases, the written suspension notification must:

- 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 own 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
- Include details of the right to appeal of the student and family as outlined below.

Other Points Regarding Suspension

- While a student is suspended from school (out-of-school suspension), families have responsibility for their child
- Families need to know that their child may not attend 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 will take further necessary action
- The student may not attend the College or school-related functions unless otherwise arranged by the Principal or their delegate
- Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are suspended.

‘Return to School’ Interview or Suspension Re-Entry

As part of the return to school process, the Principal or authorised delegate 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.

It is recommended that the return to school meeting should be before the student’s return to school date, and will usually take place in the school, facilitated by the Principal or their delegate in circumstances where a family member is unable to attend the school in person, a telephone conference can be arranged. In instances where there has been a problematic relationship between the family and the school, the Principal may find it beneficial to call upon a third party such as the Senior Leader – School Performance or Guidance Counsellor, to facilitate the meeting.

If, despite the school’s requests, families are unwilling to attend a return to school meeting, the Principal will refer the matter to Brisbane Catholic Education. Alternative options may need to be considered to facilitate the student’s return to school.

Alternatively, the Principal, together with Brisbane Catholic Education, and in consultation with the Head of School Performance, may consider further options.

Exclusion

Exclusion is the full-time withdrawal of a student’s right to attend Saint Mary’s Catholic College and related functions, on the authority of Brisbane Catholic Education. Exclusion from the College does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited from attending all Brisbane Catholic Education schools.

Exclusions for serious non-compliant behaviours will be considered only as a last resort because of the serious long-term consequences for the student and the family. Students will not normally be excluded unless a clearly documented range of intervention strategies have been tried.

Brisbane Catholic Education may approve a recommendation for exclusion where there is evidence that the College has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans. The exception is when the student’s behaviour has been so extreme, such as the committing of a serious act, that immediate exclusion may be judged to be necessary.

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted because it seriously interferes with the safety and wellbeing of other students and staff
- Remove the student from an established environment in which inappropriate behaviour patterns have become entrenched
- 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
- Give an opportunity for respite and relief to a school that has exhausted all avenues available to support the student

Process for Appeals – For appeals, the school aligns with BCE Processes

Parents/carers or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension or recommended exclusion to:

- The Principal, for a suspension that is less than five days
- BCE, for a suspension longer than five days
- The Executive Director, for the exclusion of a student from a Brisbane Catholic Education school

Note: The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend or exclude the student.

Appeals must be in writing, stating the grounds on which the appeal is being made. Access to the appropriate paperwork and assistance to complete the paperwork will be provided, if necessary. If the appeal is successful, the relevant parties will engage in respectful communication, identifying the strategies to re-instate the student's enrolment.

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

As a Catholic College imbued in the charism of Mary Help of Christians and St Benedict, we are called to provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community. This is in line with the National Safe Schools Framework (2013) that has the following overarching vision:

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing. In a safe supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing. (NSSF, 2013)

The prevention and management of bullying and harassment within the community is a concern for all. This document focuses the work of our community to ensure that Saint Mary's Catholic College is a safe and supportive school.

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).

Purpose

This policy document, including guidelines and procedures, is intended to create a safe and supportive learning and teaching community by:

- Ensuring that there are positive, proactive practice in support of student behaviour and wellbeing
- Fostering positive and respectful relationships between all members of the community so that all feel cared for and supported
- Promoting positive connection to the school community as a means of enhancing student safety and wellbeing
- Ensuring that all programs of the College, including Pastoral Care, Teaching and Learning, promote preventative approaches to bullying and responsive approaches to restoring relationships.

Policy Statement

Saint Mary's Catholic College aims to provide a safe, supportive and respectful teaching and learning community that promotes the wellbeing of each individual student. We value respect of self, others and the environment as a foundation to affirm each student's worth and dignity. **All students are entitled to an education free from humiliation and abuse.**

The basic beliefs underlying the Policy are:

1. Each student has value in our community
2. Each student has the right to feel safe from bullying or harassment in all its forms
3. Most conflicts can be resolved. Students who are bullied/harassed and those who bully/harass both need help to solve conflict
4. Each student in a community is responsible for the safety of themselves and others in that community
5. Each student in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

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 flights 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 No Way! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. ***Understanding Bullying and Harassment***
   Staff and teachers engage in professional learning about bullying, harassment and cyberbullying as part of our Positive Behaviour for Learning framework. Additionally, professional learning available to teachers through the eSafety Commissioner, Bullying No Way and Be You is promoted to teachers and staff as a way for them to understand the latest research and evidence-based practices in preventing and responding to bullying. Time is also taken to unpack our Anti Bullying Policy with staff to ensure they understand relevant definitions, our College processes, preventative approaches and responses.

2. ***Teaching about Bullying and Harassment***
   At Saint Mary's Catholic College, we use the Australian Curriculum, 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.

   We use the Positive Behaviour for Learning approach through our school's individual matrix, and the following approaches:

   - Specific, targeted teaching of one focus area a fortnight

- School leaders taking responsibility for reinforcing of a strategy through assemblies
- Periodic reminders of anti-bullying strategies
- Principal's Bulletin
- Visual supports displayed in each classroom with appropriate posters
- Revisiting strategies throughout the year at significant times e.g. Child Protection Week, National Day of Action Against Bullying and Violence.

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

For staff, students and parents/carers following flow charts indicate the steps to be taken to respond to any concerns about bullying.

If you are being bullied, you are encouraged to do the RITE thing:

R = Recognise
you have the right to feel safe and to operate in an environment free of bullying
I = Inform
the bullies that you want them to stop. Do this in a polite but firm way
T = Tell
a responsible adult about the bullying
E = Evaluate
if the student situation does not improve, seek further help.

Student Wellbeing: a student's level of satisfaction with the quality of their life at school and optimal wellbeing is characterised by positive feelings and attitudes, positive relationships with other students and teachers, resilience, and satisfaction with self and learning.

Resilience: the ability to return to (almost) the same level of wellbeing and to continue to thrive despite encountering negative events, difficult situations, challenges or adversity.

Harassment: behaviour that targets an individual or group due to their:

- Identity, race, culture or ethnic origin
- Religion
- Physical characteristics
- Gender
- Sexual orientation
- Martial, parenting or economic status
- Age
- Ability or disability

Harassment can offend, humiliate, intimidate or create a hostile environment. It may be ongoing or a single, random act, as well as intentional or unintentional. This may lead to harm.

Harm: any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing (section 9 of the Child Protection Act 1999).

For harm to be significant, the detrimental effect on a child's wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child's presentation, functioning or behaviour. (Department of Communities, Child Safety and Disability Services, 2015).

Aggression: words or actions (overt and convert) that are directed towards another and intended to harm, distress, coerce or cause fear.

Violence: the intentional use of physical force or power, threatened or actual, against other person(s) that results in psychological harm or injury.

Students can exhibit aggressive and violent behaviours that do not necessarily constitute bullying.

What bullying is not?

The incidents on this list are NOT considered bullying:

- Not liking someone
- Isolated incidents where a student is excluded
- Accidentally bumping into someone
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation or meanness

Responsibilities of Children	**Responsibilities of Staff**	**Responsibilities of Parents**
To have knowledge about and an understanding of bullying, bullying behaviours and bystanders	To have a well-developed understanding of bullying, bullying behaviours and bystanders	To support the information outlined in the Saint Mary's Catholic College Bullying Position
To appropriately report incidents of bullying – if they believe they are being bullied or they have witnessed bullying as a bystander	To model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours	To have knowledge about and an understanding of bullying, bullying behaviours and bystanders
To not engage in bullying others	To listen to all student reports and watch for signs of possible bullying	To model, educate and discuss appropriate, positive, anti-bullying behaviours
To choose and use an appropriate strategy to stand up for themselves first and then report to an adult	To ensure that students are supervised adequately at all times	To watch for signs of possible bullying

As a bystander, choose and use an appropriate strategy to help the students involved and report to an adult.	To respond to reported and observed incidents of bullying as set out in this plan under Responding to Bullying	To inform one's child's teacher or a member of the College's Leadership Team any potential bullying related incident, as soon as possible
	Responsibility of Leadership to work with staff to track patterns of bullying behaviours.	Parents may need to speak to the class teacher on their child's behalf about bullying. Under no circumstances should parents contact or approach on school grounds other parents or children regarding the issue.

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 any 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***

At Saint Mary's Catholic College we plan for a safe, supportive and inclusive school to prevent bullying and harassment by:

Student Assemblies: student expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

- Student School Leaders to role play expected behaviours
- Leadership to speak about behaviour focus of the week

School 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.

- All staff participate in online modules for PB4L
- Communication to staff regularly at Monday Morning Briefings
- Opportunities for professional learning at Staff Meetings and Twilights

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.

- Education Officer Wellbeing
- Education Officer Student Behaviour Support

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- Induction programs

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 and behaviour.

- SchoolTV
- Principal's Bulletin
- General school communication via email

Explicit promotion of social and emotional competencies among students:

- The Resilience Project
- Shine Girls/Shine Boys
- PC Lessons
- Guidance Counsellor Sessions

Primary classrooms circle work. Whole school programs to prevent and address bullying including Brisbane Catholic Education Student Behaviour Support.

Key Contacts

- Class Teacher
- Pastoral Leaders – Mr Patrick Figg or Mr Mitchell Heskett
- Middle Leaders – Mrs Marianne Trueman or Ms Jess Redfern
- Head of College – Mrs Mandy Sullivan
- College Principal – Ms Carmel O'Brien

Contact email addresses can be located on the BCE Connect App or phone the College office on 4160 0900.

Cyberbullying

Cyberbullying is treated at Saint Mary's Catholic 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 topics of bullying, resolving conflict and overcoming interpersonal issue 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 No Way
- The Australian Curriculum provides the framework for your school's anti-bullying teaching and learning activities
- Office of the eSafety Commissioner
- The Resilience Project

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 Brisbane Catholic Education schools to record major incidents of bullying, weapons and drug incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

1. At Saint Mary's Catholic College teachers will record minor behaviours on the Engage platform and this will be used to collect data over a long period of time and will allow the teacher to monitor for patterns that may require further investigation.
2. Using the Engage platform major and/or minor behaviours, are monitored by our Wellbeing and Leadership Team members and then determine appropriate courses of action at this level.

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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 peer in class
5	Uniform violation – Minor	Student 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,	Green light behaviours

		curious, mutual, light-hearted and easily diverted experimentation	
13	Incomplete tasks	Student has failed to complete a set piece of work clearly in a specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	**Definition**	**Example**
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bulling/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’ 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 strays out of class/school without permission
9	Theft	Dishonesty appropriating another person’s property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person’s name without that person’s permission (forgery). Plagiarism is submitting someone else’s work as your own. It occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else’s ideas or writing without acknowledging the source material. Signing another person’s name such e.g. a parent or teacher on a document

11	Technology violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	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 Treat/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
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or	Stealing someone's identity and impersonating them

		technology to take advantage of another	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