

School Mission and Vision – Service, Courage, Justice

Our Student Behaviour Support policy and procedures reflect our Mission Statement where we emphasise the importance of the development of the whole person:

We will:

- Engage in dynamic experience and pathways
- Promote learning, personal growth, wisdom, success and service
- Be positive, caring and supportive

As an authentic Catholic school, our community recognises that each student is entitled to a socially just education; where they can achieve their full potential, in an environment that is characterised by:

- An ethos centred on the person of Jesus and the values exemplified in the gospel.
- An emphasis on the development of high-quality interpersonal relationships.
- A curriculum that caters for all learners.
- A high level of cooperation and collaboration amongst staff, parents/caregivers, students and other stakeholders.

Core Values:

St Mary's College is a faith community reflecting:

- Service through our respect for others and our environment
- Courage through our strength to do the right thing
- Justice through our responsible actions to ensure the safety and dignity of everyone

Our School Context

The Behaviour Support Plan of St Mary's College is seen as a working partnership between students, staff, parents and the wider community. A Christian spirit permeates through everything we do, which is demonstrated by the development of positive relationships. These relationships show mutual respect, recognise the rights and responsibilities of students, staff, parents and the community, and promote behaviour that is both socially acceptable and which develops personal responsibility for all concerned. The human dignity of each individual is upheld by encouraging acceptance of individuality, tolerance of differences and forgiveness of one another in keeping with our faith.

Consultation and Review Process

As St Mary's College community grows to reflect our wider community, this Behaviour Support Plan has been developed in consultation with St Mary's College Student Support Services, including Student Support and Pastoral Care, to BCE vision and policies, our own College Vision and Mission and contemporary educational practices.

This Behaviour Support Plan will be reviewed and amended as required every 2 years by the College Student Support Services in consultation with the community and with support from BCE.

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.

At St Mary's College we believe there are five conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships.
2. Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning experiences will be of benefit to them even if they sometimes don't see them as having immediate relevance.
3. Students are always asked to do the best they can. The teacher's role is to facilitate this through managing student behaviour appropriately as well as teaching and modelling the skills to promote student success.
4. Students are asked to evaluate their own work and try to improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.
5. Quality work should engender a sense of satisfaction. Recognition and encouragement should be given to those students who have done their best.

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 systematic 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.

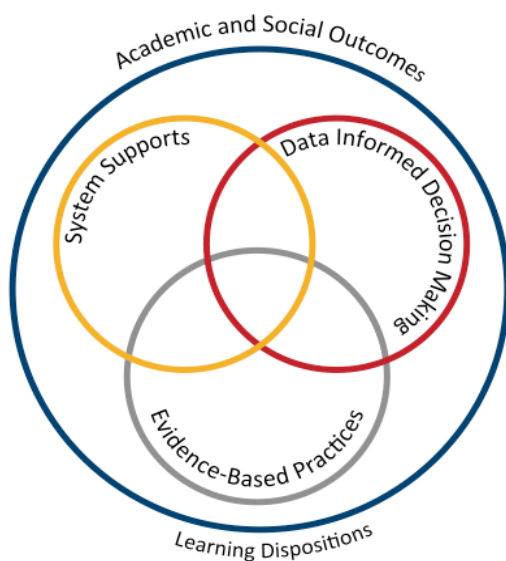


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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

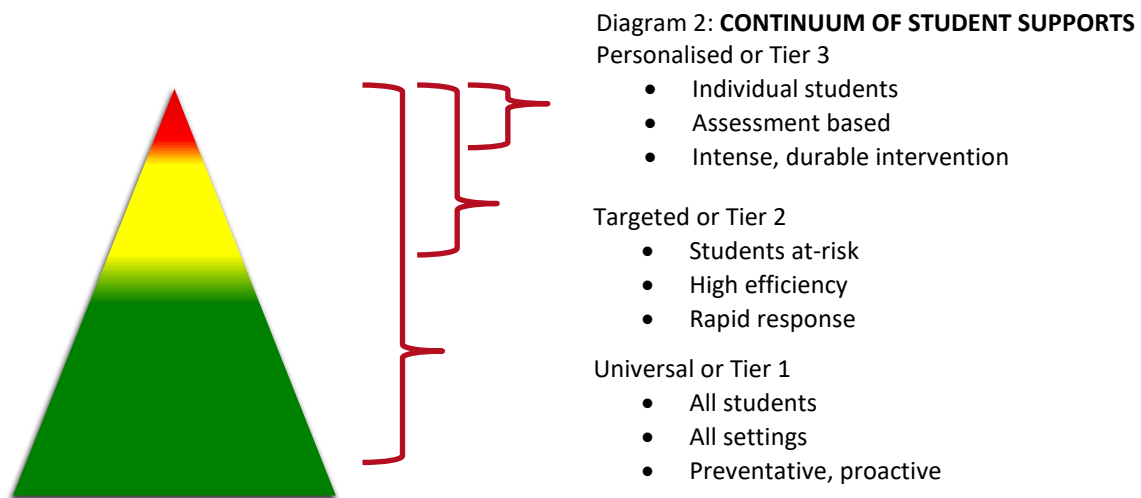
students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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

The St Mary's College Student Behaviour Leadership structure honours the student at the centre and places around the student the support and structures necessary to enable the student the potential to grow.

The core Student Behaviour Support lies with the teacher engaging daily with the student, developing relationships, teaching and building prosocial skills for Positive Behaviour for Learning.

To support the teacher and student, there are several structures and roles in place: inclusive education support including STIE and teacher aides, Learning Leaders, Pastoral Care teachers and leaders, Indigenous Support, Allied Health professionals, Guidance Counsellor, Campus Minister and Chaplain. The support is inclusive of the teacher and respectful of the need for restorative opportunities to rebuild relationships. St Mary's College asks the parents and guardians of students needing further support to also be a part of the support team to build consistency of approaches and to gain insight into the student beyond our campus.

Student Behaviour Support Meetings are called to respond to individual needs and to continue the support for students with ongoing needs. These meetings include all relevant leaders and teachers to wrap around the student the support needed to assist the student to develop Positive Behaviour for Learning (PB4L). The minutes of the meeting are kept on the Portal for relevant parties to access. The Deputy Principal, on the advice of support leaders, calls meetings and chairs the meeting. Included with the voices of stakeholders is the data available on Engage and BI for a more comprehensive picture of the challenges facing the student. Professional development in PB4L is offered to all teaching staff, specifically the Tier 1 Seven Essential Components of Positive Behaviour 4 Learning and the 8 Essential Classroom Practices. Leaders in the College receive professional development in the BCE Leaders days for PB4L, and BCE support staff are utilised in this process.

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 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:

- Be Respectful
- Be Responsible
- Be Resilient

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 expectations are demonstrated in our Behaviour Matrix (Appendix C)

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 outline student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social-emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

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

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

- Orientation and Transition Days
- Daily Pastoral Care time and Extended Pastoral Care periods throughout the year
- Assemblies followed by group practice.
- New student orientation when needed.
- General Pastoral Care
- Student leaders and senior students as mentors for peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Celebrations (Birthdays, “Outside” achievements)	Public Display of work (classrooms, library, Chapel, Trade Training Centre)
Articles in St Mary’s College Newsletter – Fortnightly Electronic Publication	Praise/Encouragement (Verbal/Written), Commendation Letters,
Announcements on the College Website and Facebook Pages	Phone calls, emails or communication with parents
Award ceremonies rewarding academic application and service excellence	PB4L principles teaching and actioning positive behaviour and positive behaviour changes

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- Checkout) – (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.

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 and designing an 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).
- Students at Risk Meetings

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. Some students 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 may include time out at school and/or time out at home. This time identifies that the student’s present behaviour is inappropriate and/or unacceptable and provides time for the student to reflect and allows the college to coordinate resources and establish a plan of support appropriate for the student to work towards returning successfully to learning (Refer to Appendix).

5. BCE Formal Sanctions

St Mary’s College strives to create learning environments that are supportive of all learners and where the community experience an authentic sense of belonging and feels safe and valued. As a learning community, we align our policies and procedures with Brisbane Catholic Education – Student Behaviour Support Policies and Procedures.

At all times, staff respond and manage inappropriate student behaviours while maintaining the dignity of the student and using appropriate strategies to reinforce the College’s Values and Expectations.

One strategy that staff use when responding to student behaviour that does not reflect our values and expectations:

- Explain how their behaviour differs from the College's values and expectations – what are you doing?
- Articulate the relevant behaviour and identify what they will do to meet our College Values and expectations – what should you be doing?
- Describe the likely options of choice if the inappropriate behaviour continues – what will happen if you continue this inappropriate behaviour?
- Work towards identifying a possible solution and resolution for success.

Detention process

While the word 'detention' is used, the form of detention at St Mary's College reflects the appropriate phase of learning and age of the student. It is utilised for minor behaviours and provides an opportunity for the student to reflect on their behaviour. The reflection time is facilitated by a Pastoral Leader or a member of the College Leadership team. During this time, a student may:

- Repair relationships
- undertake restorative practices
- Make plans for appropriate behaviour
- Reflect on their past behaviours and build a plan for success
- Complete classwork
- Discuss with a staff member more appropriate behaviour choices.
- **Detention process: [St Mary's Detention Procedure \(link\)](#)**

Suspension process

At St Mary's College, suspensions are used when a student engages in major or serious behaviours that do not reflect our college values and expectations. The suspension time is used to identify the nature of the behaviour, provide time for the student to reflect of the nature of the behaviour and its impact on the community, and explore ways to return to school with a positive mindset working towards demonstrating our college values and expectations. A member of the Leadership Team will contact the parents, provide information in relation to the suspension, will record the suspension details in Engage to produce a suspension letter and will contact parents via phone, sending the letter via email.

Suspension re-entry meetings will be conducted by a member of the Leadership Team and will involve the student, parents and nominate staff such as Pastoral Leaders, Pastoral Care Teacher and/or Inclusive Education Teacher.

- **Suspension process: [St Mary's Suspension Procedures](#) - (link).**

Exclusion

An exclusion is a full-time withdrawal of the student's right to attend St Mary's College, college-related functions and events, on the authority of the Executive Director. The purpose of the exclusion is to signal that the student's behaviour is not acceptable and the potential impacts on the learning community, their own safety, or the safety of others. Exclusion from one school does not prohibit the

enrolment of the student in another BCE school unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools. For appeals, the college aligns with BCE processes. For an explanation of the BCE Formal Sanctions, please visit our School Portal. For appeals, the school aligns with BCE processes.

- **Exclusion process:** - [St Mary's Exclusion Procedures](#) - (link)
For appeals, the college aligns to BCE processes.
- **Appeals:** [Student, Parent & Guardian Complaints Management Procedure](#) - (link)

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School 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

St Mary's College, with the support of parents, the wider community, and our young people, take proactive and preventative action to put a stop to bullying and harassment happening. In line with student wellbeing, our college values Student Protection Processes, we have developed and planned preventative approaches, clear protocols, and age and context-appropriate responses and interventions to bullying and harassment behaviours. Our college report incidents of bullying and harassment in all environments, including online, and monitor this through recording of behaviour incident data in the bullying register in the Engage Student Support System. We track and analyse this behaviour incident data to detect patterns of bullying and harassment. At St Mary's College, we have the expectation that everyone is treated with respect and dignity. We will not tolerate bullying, and we can do something about it. Everyone has the right to feel safe and valued, and it is everyone's responsibility to ensure this happens. 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 conflicts or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment.

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

At St Mary's College, staff and students are provided learning opportunities to develop the knowledge and skills to understand bully and harassment. Professional learning opportunities for staff include, twilights workshops, staff meetings, year level and phase meetings, wellbeing team meetings and where appropriate external providers. Students are provided information, support, resources through the Year 7-10 Positive Education program, in Pastoral Care class and year level retreat when appropriate.

It is important to note that other forms of undesirable interpersonal behaviour are often confused with bullying.

These behaviours ARE NOT bullying:

- conflict between children of equal power,
- non-malicious exclusion of some children,

- one-off acts of meanness and spite, and random acts of aggressiveness.

Bullying is a systematic and repeated abuse of power (Rigby 2010).

In person and online

Bullying can happen in person or online settings. Online bullying is sometimes called cyberbullying. Verbal, physical, and social bullying can happen **in person**. Verbal and social bullying can happen **online**, as can threats of physical bullying.

Specific features of online settings create additional concern for students, parents and carers, and teachers. For example, bullying someone online can potentially have an enormous audience.

Research shows that children who are bullied online are often also bullied in person. This means that effectively dealing with online bullying means looking at other situations as well.

Direct and indirect

Bullying can be by direct or indirect means:

- Direct bullying occurs between the people involved, whereas indirect actions involve others, for example passing on insults or spreading rumours.
- Indirect bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.

Overt and covert

Bullying can be easy to see, called overt, or hidden from those not directly involved, called covert.

Overt bullying involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying (this is sometimes called 'traditional bullying'). Overt physical bullying may not be the most common type of bullying. Covert bullying can be almost impossible for people outside the interpersonal interaction to identify.

Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding, or turning your back on a person, restricting where a person can sit and who they can talk with. Covert social or verbal bullying can be subtle and even sometimes denied by a person who claims they were joking or 'just having fun'.

Some bullying is both covert and indirect, such as subtle social bullying, usually intentionally hidden, and very hard for others to see. This type of bullying is often unacknowledged at school, and can include spreading rumours, threatening, 20

blackmailing, stealing friends, breaking secrets, gossiping, and criticising clothes and personalities.

Indirect covert bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem, that is, through psychological harm rather than physical harm.

Physical and psychological

Bullying has the potential to cause harm (although not all unwanted actions necessarily cause harm).

The **physical harm** caused by some types of bullying is well recognised.

More recently, research has confirmed that short- and long-term **psychological harm** can result from bullying. This includes the harm to a person's social standing or reducing a person's willingness to socialise through bullying (particularly covert social bullying). In fact, just the **fear of bullying** happening can create distress and harm. The ongoing nature of bullying can lead to the person being bullied feeling powerless and unable to stop it from happening.

The effects of bullying, particularly on the mental health and wellbeing of those involved, including bystanders, can continue even after the situation is resolved. Sometimes the term 'psychological bullying' is used to describe making threats and creating ongoing fear, but it is more accurate to describe this type of behaviour as 'verbal or social bullying' and the impact on the person being bullied as 'psychological harm'.

2. Teaching about Bullying and Harassment

At St Mary's College we embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Through the General Capabilities in the national curriculum, Brisbane Catholic Education Religious Education curriculum, Brisbane Catholic Education Catholic Perspectives continuum and our Learning dispositions, we promote a proactive approach to bullying and harassment in a school environment.

We achieve this by the:

- Implementation of the 7-10 Positive Education Wellbeing Program
- Explicit teaching the Personal and Social Capabilities of the Australian curriculum
- Explicit teaching the Health and Physical Education national curriculum
- Embedding BCE Catholic Perspectives in all teaching areas
- Explicit teaching multiple times throughout the year the Behaviour Matrix
- Spirit Days (RUOK, Child Protection Week, Mental Health and National Day of Action Against Bullying and Violence.
- Assemblies: year level, and year 7-12

- Surveys: St Mary's Bullying Survey (twice per year), BCE Listen and ACER Wellbeing
- Engagement with guest speakers for staff, parents, and students.

3. Responding to Bullying and Harassment

At St Mary's College all reports of bullying and harassment seriously and is addressed through our red Bullying? No Way! button on our Student Portal as well as through Key contacts for students and parents to report bullying' below and are recorded and monitored in the Engage student support database.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

At St Mary's College, we embed the PB4L framework, building a restorative practices environment and embracing the 9 dispositions to create a safe, supportive, and inclusive college to prevent bullying and harassment.

The implementation of the following strategies to support the development of positive inclusive environment for learning through:

- 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. For example, specific year level assemblies, National Day of Action, Spirit Days and Feast Days.
- 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. Give examples.
- 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. For example, BCE mandatory training modules in bullying and harassment, children protection, year level, 7-12, and whole college meetings.
- 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. For example, staff induction days, formal meetings post-induction day, completing BCE mandatory training modules in bullying and harassment, children protection
- 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. For example, through Newsletters, Pastoral Leader communication, Parent Information Evenings and social media posts
- Explicit promotion of social and emotional competencies among students: For example, Spirit Days, Year level retreats, Year level and phase meetings year level (7-10) Positive Education Program, Guidance Counsellors presentations and the explicit teaching of: Personal and Social Capabilities in the Australian Curriculum, 9 dispositions of a learner, HPE curriculum, and Catholic Perspectives across of learning areas.

Key contacts for students and parents to report bullying

1. Deputy Principal – Martin Cordery – 41902200 -
mcordery@bne.catholic.edu.au
2. Year 11-12 Pastoral Leader – Megan Pettiford -41902200 -
mpettiford@bne.catholic.edu.au
3. Year 9-10 Pastoral Leader – Anna Telford -41902200 -
atelford@bne.catholic.edu.au



4. Year 7-8 Pastoral Leader – Michaela Sanderson -41902200 -
mjsanderson@bne.catholic.edu.au

Cyberbullying

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


Cyberbullying is everyone's business, and the best response is a proactive or preventative one.

To be proactive students can:

- Take a stand against cyber bullying. Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults. If you are being harassed online, take the following actions immediately:
- Block and stop all communication and interactions online immediately. People who bully are often motivated by knowing they have upset their target. Don't let them know they have upset you, and you have taken away half their "fun". Easier said than done when it's face-to-face, but if it's on your mobile or the internet - easy! • Never reply to harassing messages.
- Keep a record. Save any harassing messages and record the time and date 24 that you received them.
- Advise your Service Provider. Most service providers have appropriate use policies that restricts users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.
- Can report any cyber abuse to the eSafety Commissioner via the website <https://www.esafety.gov.au/report>
- Report to police. If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it's a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person.
- Tell an adult you trust. This can be a teacher, parent, older sibling, or grandparent - someone who can help you to do something about it. For further information and support, you can access the eSafety Commissioner: <https://www.esafety.gov.au/>.

Resources



The [Australian Curriculum](#)  provides the framework for your school'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 curriculum.

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.

Staff utilise the data gathered in the Engage Student Support System and the BI Tool to monitor the needs of students which in turn informs ongoing explicit teaching and learning of prosocial behaviours and informing what practices are being supportive and making a positive change for students. The data is also analysed by leadership teams to see where repetition of concerns arise so as a school we can attend to these needs of students. The data is to inform the addition of supports needed by a student in learning and developing prosocial skills to improve learning.

Data (Engage and BI Tool) is analysed by Leadership, Middle Leaders, Pastoral Care teachers and data is shared with staff during staff, phase specific, year level meetings each term as appropriate. Attendance records are used as a useful data source to support wellbeing and support plans for those students who need a more targeted approach to attendance. For further information, our Attendance Policy can be found on the parent portal.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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	Has difficulty starting learning task, continuing on

		work in a clearly specified time frame	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' and online hate sites/bash boards.

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

	Descriptor	Definition	Example
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with

	Descriptor	Definition	Example
			learning over a period of time

Appendix B: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasises the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

Appendix C: St Mary's Behaviour Matrix



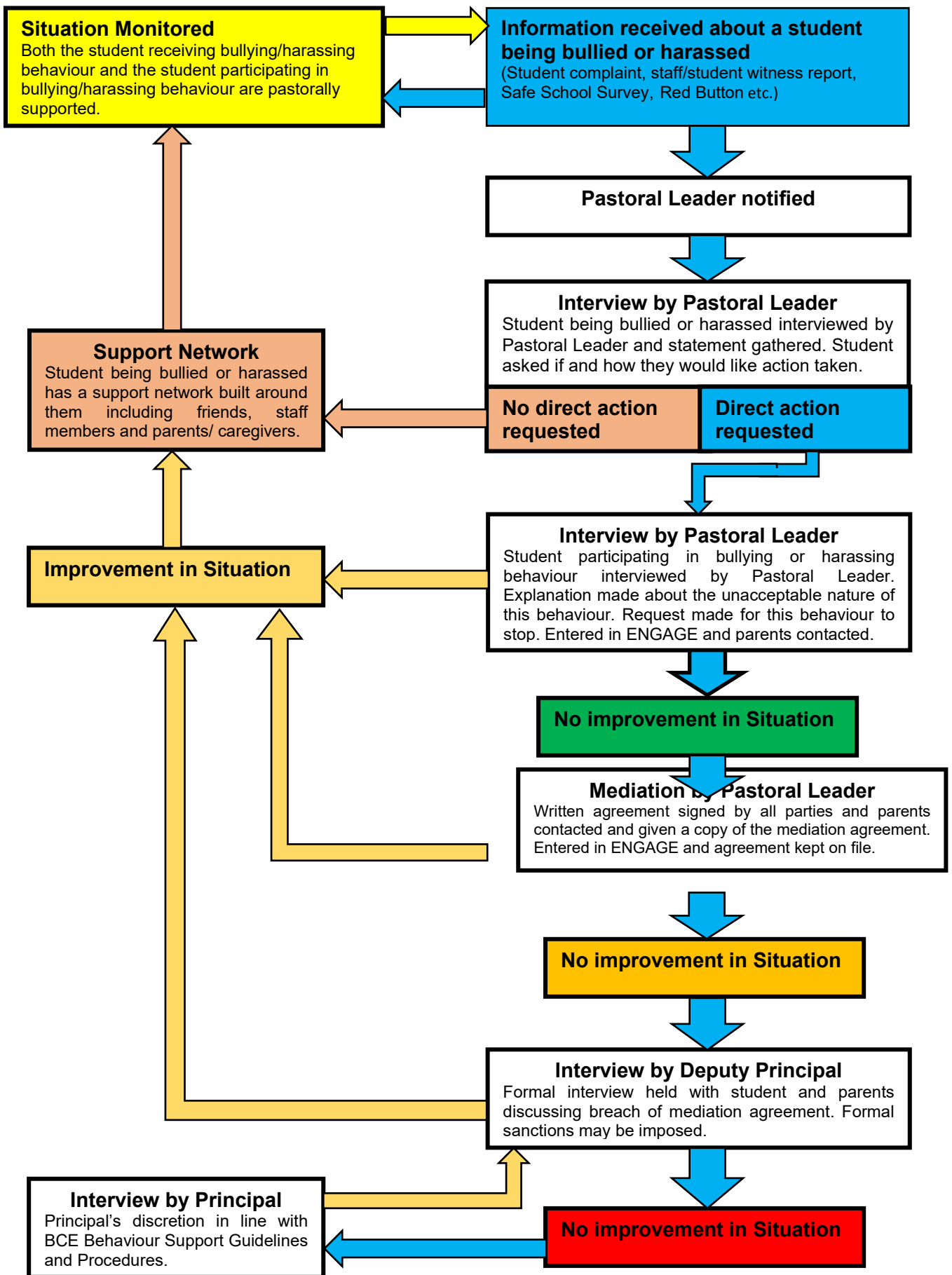
ST MARY'S
COLLEGE MARYBOROUGH

At St Mary's College, we demonstrate our values of **Courage, Service, and Justice** by being:

St Mary's College Behaviour Matrix

	In all places	When learning	On school grounds	In the community
Responsible	<p>I will:</p> <ul style="list-style-type: none"> Take personal responsibility for my actions Be prepared, well presented and punctual Follow school guidelines regarding technology Practice self-reflection to develop appropriate behaviour 	<p>I will:</p> <ul style="list-style-type: none"> Be prepared and ready for learning Be a responsible user of technology 	<p>I will:</p> <ul style="list-style-type: none"> Independently make appropriate behaviour choices Be a steward of the environment and school property 	<p>I will:</p> <ul style="list-style-type: none"> Represent the College with pride through my attitude, behaviour, involvement, and appearance Continue my learning outside of school hours
Respectful	<p>I will:</p> <ul style="list-style-type: none"> Speak politely and kindly to others Take care of all personal and school property Be inclusive and accepting of others 	<p>I will:</p> <ul style="list-style-type: none"> Respect my peers and their learning experience Show respect for staff through active engagement in learning Encourage others to show respect for staff through active engagement in learning 	<p>I will:</p> <ul style="list-style-type: none"> Look out for others Show respect for everyone I meet at school Ensure that St Mary's is a welcoming place for all 	<p>I will:</p> <ul style="list-style-type: none"> Respect the differences of others Treat others as I expect to be treated Be a good role model
Resilient	<p>I will:</p> <ul style="list-style-type: none"> Have a positive attitude Be persistent when situations are challenging Communicate positively and respectfully with others Wear my College uniform with pride 	<p>I will:</p> <ul style="list-style-type: none"> Use feedback and appropriate resources to improve my learning Be fully engaged in my learning Be a self-motivated learner Ask for help from staff when I do not understand the work 	<p>I will:</p> <ul style="list-style-type: none"> Care for others Be kind even when it is challenging Find positive solutions to issues 	<p>I will:</p> <ul style="list-style-type: none"> Look beyond myself and care for others in the community Consider the needs of others Reflect the Christian values of the College

Appendix D: Bullying and Harassment Support Flowchart



Responsibility for implementation: Staff, students and parents/guardians

Policy status: Update

Key stakeholders: Staff, students and families

Endorsement Body: Senior Leadership Team

Policy Author: Deputy Principal

Date of Review: March 2025 **Date of Scheduled Review:** 2027

The content of this policy can be changed at the College’s discretion at any time without notification.

Approver: Principal	Issue date: 6/3/2025	Next review date: 1/3/2027
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