

STUDENT BEHAVIOUR SUPPORT PLAN

ST THOMAS MORE COLLEGE



St Thomas More College, Sunnybank

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

The Student Behaviour Support Plan has been developed to clearly outline the way in which St Thomas More College follows the Brisbane Catholic Education Student Behaviour Support Policy. The Student Behaviour Support Plan provides a framework for promoting positive behaviours and procedures for responding to unproductive behaviours. St Thomas More College strives to create and maintain a positive and productive environment where all College community members have clear and consistent expectations and understand their role in the educational process.

School Mission and Vision - Teach Challenge Transform

Our vision is the formation of sacramental people in a Catholic school.

Our mission, inspired by Jesus, is to seek, grow and serve by:

- Developing faith so that we might better enter into the goodness of creation and the mysteries of life, death and resurrection;
- Actively learning through high quality educational experiences;
- Participating in community as members of the College family and as citizens of Queensland, Australia and the world.

This is reflected in our motto ***God's Servant First***, which reminds all that every thought, word and deed should be informed by compassion and kindness, justice and peace, and love of God and one another.

Our School Context

St Thomas More College is a coeducational Catholic secondary school in Sunnybank. At St Thomas More College, student behaviour support is an integral part of all learning and teaching experiences. There are many influences which can impact on the relational and behavioural responses of students at any time. Considering these influences, our vision is to develop throughout the school, community right behaviours and respectful relationships that are infused with gospel values.

St Thomas More College is committed to positive, proactive practices to support student behaviour. This is based on the belief that young people are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. The goal of formation of right behaviour and respectful relationships must occur in a supportive community which models Christ-centred living and students can learn from their mistakes and restore relationships in a climate of safety, acceptance and reconciliation.

Quality Relationships and Partnerships

The ways in which people interact with each other significantly influences each person's sense of self- worth, belonging and wellbeing. The fostering of high-quality interpersonal relationships among teachers, students, parents and support staff is a responsibility shared by everyone.

Staff at St Thomas More College set the tone and priority of student support by their witness and example. Our staff aim to be known as caring, compassionate adults who take an interest in the lives of their students and who set appropriate boundaries within those relationships.

Formation in Self-Discipline and Responsibility

St Thomas More College aims to develop students who are inner-directed, and capable of choosing freely in accordance with their conscience. Students are supported to recognise that they have fundamental freedoms and rights but also that their actions and decisions have consequences. Staff work with students to foster self-discipline and responsibility, so that students grow progressively in their capacity to exercise moral judgement, democratic values and a concern for the common good.

Supportive School-Family Relationships–Positive and Pastoral

For the majority of students, the family unit and the school are the most formative influences in their lives. Whilst guardians have the primary responsibility for education of their children there are both distinct and overlapping roles with College staff. It is therefore essential that relationships of trust, cooperation and partnership be developed between the school and family members, and that school personnel always respect and are sensitive to, diverse cultural values and family structures.

While student support initiatives must respect the privacy of students' lives, many students and their families actively seek the school's support in times of crisis and instability. Within the limits of its resources and expertise, St Thomas More College endeavours to provide this intensified support.

Consultation and Review Process

The St Thomas More College Student Behaviour Support Plan has been developed in collaboration and consultation with staff and parent representatives of our school community. College-wide school renewal processes and a review of school data relating to attendance, absenteeism, school disciplinary absences, RTC referrals, wellbeing survey results and behaviour incidents have informed the development process.

The St Thomas More College Student Behaviour Support Plan has been endorsed by the College Parents & Friends Association, College Board, students, staff and will be reviewed every 2 years as required by Brisbane Catholic Education and/or Queensland Government legislation.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

At St Thomas More College, we believe that behaviour is developed through teaching and as such student behaviour support is considered an integral part of all learning experiences. To ensure effective learning and teaching, staff at St Thomas More College recognise the importance of;

- Building positive relationships between teachers and students
- Nurturing the holistic development of our students – spiritual, personal, social and intellectual
- Implementing a wide range of high-quality learning experiences that cater for all the needs of all students
- Embedding effective organisational structures, pastoral care programs and intervention programs
- Ensuring that behaviour management is viewed as a opportunity for instruction rather than punishment

We consider student behaviour support to be an opportunity to focus on the development of social skills and self- understanding all students require to be successful at school and in their futures. Student behaviour is inextricably linked to the quality of the learning experience facilitated by the teacher and as such, positive, trusting and respectful relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving educational outcomes.

2. St Thomas More College Approach- Responsible Thinking Process (RTP)

The Responsible Thinking Process (RTP) is used by staff to give students the opportunity to re-think their behaviour. The RTP philosophy is that every student has the right to learn and every teacher has the right to teach. Any student that disrupts the teaching and learning process is required to engage in the RTP process to reflect on the impact of their decisions and learn to consider better choices. The staff member asks a set of questions to which students respond. If the unproductive behaviour continues, students are referred to the Responsible Thinking Classroom (RTC) to complete a plan that includes actions or strategies on how they can successfully return to the classroom. The plan is negotiated between the student and teacher.

When should RTP be used?

The RTP is used for behaviours characterised as persistently disruptive to the learning and teaching program, a breach of College rules or a safety violation.

What are the procedures for RTP?

Listed below are the sets of questions asked by staff when using the Responsible Thinking Process.

| Question | Purpose |
|--|---|
| What are you doing? | This question calls the student's attention to the action/disruption and indicates that it is inappropriate. |
| What is the rule? | This question asks the student to articulate the expected behaviour. |
| What happens when you break the rule? | This question asks the student to articulate the likely consequences if the inappropriate behaviour continues. i.e. the student goes to the Responsible Thinking Classroom. |
| Is that what you want to happen? | This question seeks a response from the student as to whether they wish to go to the RTC. |
| What do you need to do now? | This question asks the student to identify what they will do to change their behaviour in line with expected behaviour. |
| What will happen if you disrupt again? | This final question clarifies that the student has indeed understood the consequences of inappropriate behaviour. |

Should any inappropriate behaviour /disruption occur again, the staff member will ask:

| Question | Purpose |
|--|---|
| What are you doing? | As per above |
| What did you say would happen the next time you disrupted? | This question reminds the student of the consequences they articulated earlier. |

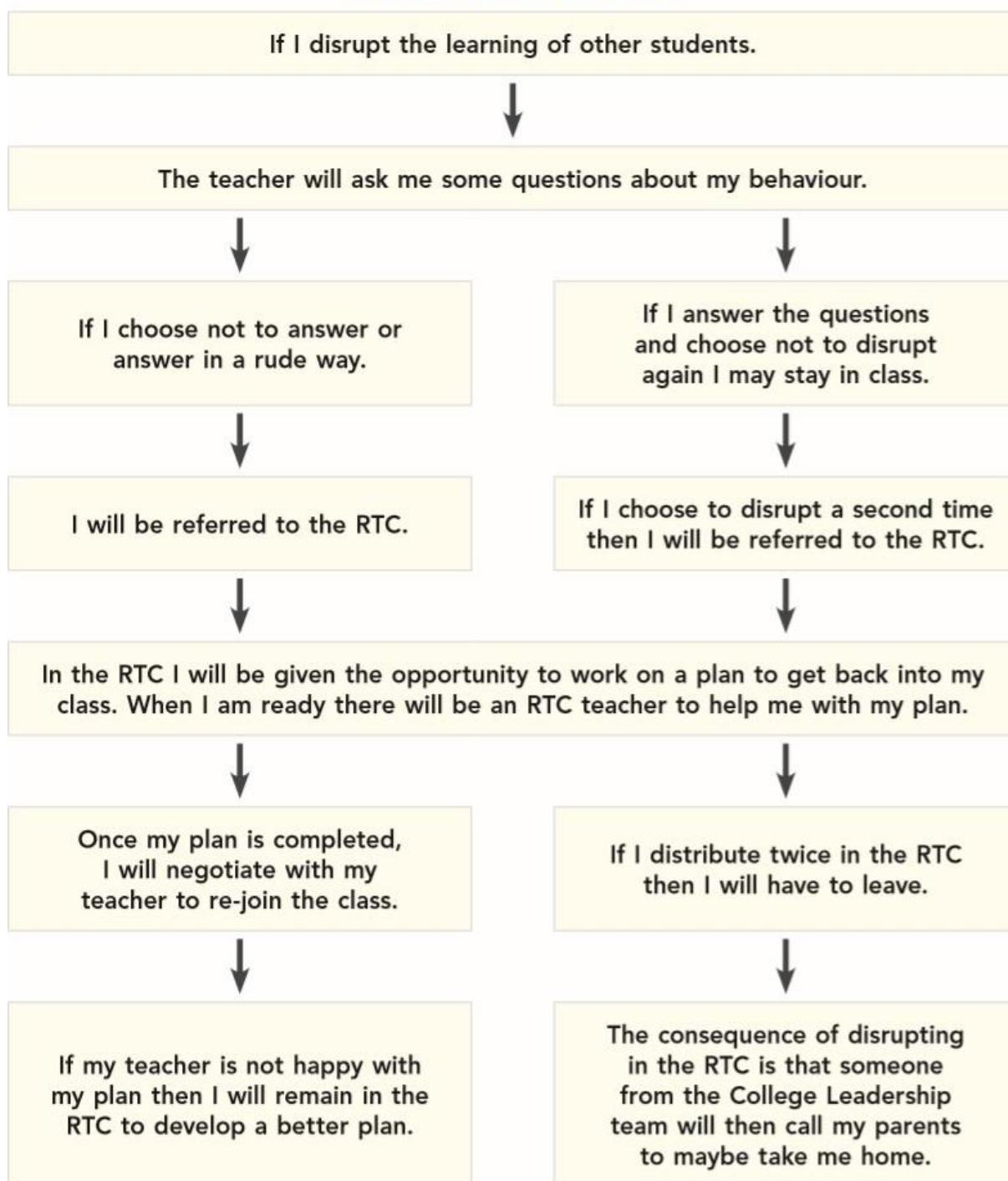
How can parents support the RTP?

The College emails parents each time a student is referred to RTC. Parents are asked to check student diaries to review the student's plan. If a student has been sent to the RTC we ask parents to remain calm and to also use questioning to encourage their son/ daughter to think about their behaviour. Simply asking the following questions will help parents encourage the thinking process.

1. What happened that caused you to be sent to the RTC.
2. What will happen if this behaviour continues?
3. What do you need to do to not be sent to the RTC in the future?

Inappropriate behaviour that persists, intensifies, raises concern for the safety of the student or others, or is potentially illegal, will typically result in actions taken by Middle Leaders or College Leadership Team. This may include the use of BCE Formal Sanctions. **Ultimately, all consequences are at the discretion of CLT in consultation with the Pastoral Care Team.**

Levels of intervention



Note: Students may be automatically referred for inappropriate language, safety violations, and other serious incidents.

Continuum of Support and Key Features

We adopt a continuum of behavioural supports that, like academic instruction, acknowledges 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:

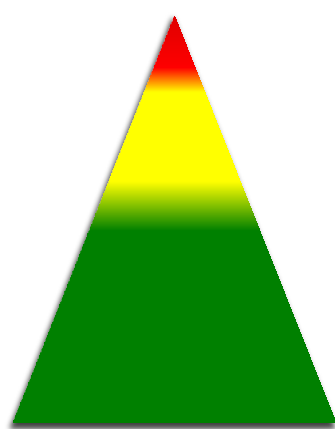
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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



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

3. Student Behaviour Support Leadership

The Pastoral Team in consultation with the College Leadership Team is responsible for promoting positive behaviour in the College. New teachers to the College complete RTP training facilitated by the Assistant Principal Middle and Senior Years. Teachers also complete professional development in classroom management and effective use of RTP at the start of each year and during fortnightly PC team meetings facilitated by their Pastoral Leader.

The following table outlines the roles and responsibilities of key stakeholders and suggested Guide to Management of Unproductive Behaviours. Teachers are strongly encouraged to reinforce positive behaviours of their students. This can be done by contact with parents, commendations in diary, recognition on Year Level Assemblies, etc.

| Pastoral Care Teacher- Tier 1 | |
|---|---|
| Behaviour | Suggested/ Appropriate Response |
| <ul style="list-style-type: none"> • Uniform infringements • Late arrival to school • Frequent absences (3 days onwards) | <ul style="list-style-type: none"> • Uniform: see diary process • Diary commendations • Contact home for 3 consecutive absences and frequent lateness to school • Teaching of expected behaviours • RTP referral |

| Classroom Teacher- Tier 1 | |
|---|--|
| Behaviour | Suggested/ Appropriate Response |
| <ul style="list-style-type: none"> • Talking, disrupting others from learning • Calling out in class • Failure to follow directions • Failing to bring correct equipment to class • Homework and assessment incomplete • Uniform infringements • Breach of agreed classroom rules • Moving around unnecessarily during lessons • Failure to work in class • Late to class • Misuse of property • Being disrespectful to teacher or other students • Inappropriate use of school resources and technology (phone, school laptop, diary) • Unsafe behaviour • Plans not negotiated after two lessons | <ul style="list-style-type: none"> • Classroom management strategies; waiting and scanning, cueing with parallel acknowledgement, body language and descriptive encouraging, selective attending, redirecting to the learning, follow through • Teaching students the expected behaviour • Frequently revisit class rules & expectations • Seating plans • Organisational/homework infringement recorded in diary • Uniform infringements • RTP referral • Referral to draft catch-up • Communication with parent • Referral to Pastoral Leader • Referral to Academic Leader |

| Curriculum Leader- Tier 2 | |
|--|--|
| Behaviour | Suggested/ Appropriate Response |
| <ul style="list-style-type: none"> • Persistent homework issues • Non-submission • Deliberate misuse of school resources • Breach of Academic Integrity expectations • Cheating in exams / assessment • Plagiarism • Repeated violation of OH&S • Unsatisfactory results • Unsafe behaviour that has placed others at risk • Frequent subject specific RTC referrals | <ul style="list-style-type: none"> • Communication with parents • Conference and goal setting • RTP referral • Draft catch-up • Afternoon Detention • Restricted use of equipment • Alternative learning activities • Refer to AP Middle Years/ Senior Years • Referral to Pastoral Leader • Mediation |

| Pastoral Leader- Tier 2 | |
|---|--|
| Behaviour | Suggested/ Appropriate Response |
| <ul style="list-style-type: none"> • Frequent RTP referrals • Persistent uniform issues • Personal presentation issues • Persistence lateness • Student welfare concerns • At-risk student attendance • Inappropriate social media use • Truancy • Repeated refusal to follow directions • Serious playground incident • Unsafe behaviour that has placed others at risk • Bullying or harassing behaviour • Breaking the hands-off rule • Dacking or attempting to dack someone • Physical fighting/ play fighting • Tackling • Swearing directed at a teacher or student • Graffiti/ vandalism/ property damage • Stealing | <ul style="list-style-type: none"> • Communication with parents • Pastoral conversation with student • Goal setting conference with student • Mediation • Behaviour Monitoring Card • Chillout Card • Referral to Counsellor • Referral to Wellbeing & Engagement Program Leader • Review and Response meeting • Peer mentoring • Community service • After school detention • Withdrawal from classes/activities/breaks • Supervised break time • Restorative conversation • Pay for damage • Parent/ student meetings • Re-entry meetings • Recommendation for external support • Referral to AP Middle Years & Senior Years • Negotiated changes to AARA • Internal suspension • External suspension |

| Assistant Principal- Tier 3 | |
|--|--|
| Behaviour | Suggested/ Appropriate Response |
| <ul style="list-style-type: none"> • Persistent uniform or personal presentation issues not corrected at the Pastoral Leader level • Repeated inappropriate classroom behaviour that has not been resolved at the Pastoral Leader level • Serious breaches of classroom/ playground safety not resolved at the Pastoral Leader level • Any serious issue referred by the Curriculum Leader or Pastoral Leader • Inappropriate behaviour in public • Bullying or harassing behaviour that has escalated from the Pastoral Leader level • Intimidation and/or harassment of staff • Physical or verbal aggression to a teacher or student in the classroom • Student welfare concerns • Smoking • Vaping • Drug or alcohol use • Possession of weapons or inappropriate items | <ul style="list-style-type: none"> • Communication with parents • Mediation • Parent/ student meeting • After school detention • Withdrawal from classes • Withdrawal from break times • Supervised break times • Stay away agreement • Referral to Counsellor • Referral to Student Engagement Program Leader • Review and Response meeting • Community service • Behaviour support plan • Risk assessment • Internal suspension • External suspension • Re-entry meetings • Referral to outside agency • Police notification • Referral to Principal/ Deputy Principal • Student Contract |
| Principal/ Deputy Principal | |
| Behaviour | Suggested/ Appropriate Response |
| <ul style="list-style-type: none"> • Child protection concerns • Substance abuse • Critical incidents – including threats with weapons | <ul style="list-style-type: none"> • Suspension • Escalation to Police or BCE • Negotiated change of school • Exclusion (immediate 10 day suspension & application for exclusion) |

| Guidance Counsellor | |
|---|--|
| Behaviour | Suggested/ Appropriate Response |
| <ul style="list-style-type: none"> • Mental health issues • Consistent challenging behaviours in the classroom (monitored with PL) • Social conflicts with peers and teachers • School refusal • Self-harm and suicidality • Student protection and welfare | <ul style="list-style-type: none"> • Counselling • Change of subjects • AARA • Study plans • Timeout • Goal setting • Mediation • Upskilling • Safety plan • Timetable adjustments • Risk management plans • Reintegration to school plan • Mandatory reporting |

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:

- Responsibility and respect for self;
- Responsibility and respect for others;
- Responsibility and respect for St Thomas More and the community;
- Responsibility and respect for safety; and,
- Responsibility and respect for learning.

Our **Guide to Productive Student Behaviours** 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.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

Guide to Productive Student Behaviours

| As learners: | We show responsibility and respect for SELF when we demonstrate these behaviours: | We show responsibility and respect for OTHERS when we demonstrate these behaviours: | We show responsibility and respect for St Thomas More and COMMUNITY when we demonstrate these behaviours: | We show responsibility & respect for LEARNING when we demonstrate these behaviours | We show responsibility & respect for SAFETY when we demonstrate these behaviours |
|--------------------------------|--|--|---|---|--|
| Classrooms | <ul style="list-style-type: none"> • Wear uniform correctly • Ensure hair is neat, tidy and well groomed • Use technology as directed (e.g. laptops) • Work to the best of your ability Be on punctual | <ul style="list-style-type: none"> • Let others go to class on time • When arriving after class has started – knock on the door and wait for permission to enter • Follow teacher instructions • Stay on task • Listen to others and be polite • Respect others' point of view • Hand in work on due dates | <ul style="list-style-type: none"> • Report any damage/ problems with facilities or equipment to the teacher • Return borrowed equipment to the appropriate area • Ensure that the classroom/ is kept clean & tidy • Report any harassment or bullying behaviour • Greet & welcome new students, new staff & guests | <ul style="list-style-type: none"> • Be on time for class • Be organised with all your equipment • Follow classroom procedures • Complete HW & assessment by the due date • Use technology as directed • Leave mobile phones in lockers • Work to the best of your ability | <ul style="list-style-type: none"> • Move in an orderly and safe manner • Follow classroom procedures Follow directions • Wear appropriate safety equipment/ clothing |
| Grounds/ Sporting Field | <ul style="list-style-type: none"> • Take responsibility for litter • Be sun safe • Remain 'in bounds' • Use lockers appropriately • Always lock your locker • Use toilets at break times • Play safely and follow the rules • Follow the sporting code of conduct | <ul style="list-style-type: none"> • Place all rubbish in the bin • Look after younger students • Treat others' property with respect • Return borrowed equipment • Behave in socially acceptable ways • Always show kindness and respect • Maintain hygiene standards • Shake hands with the opposition • Follow the sporting code of conduct • Cooperate and share | <ul style="list-style-type: none"> • Maintain appropriate noise levels for the activity • Walk on the paths • Place all rubbish in the bin • Respect all flora, fauna & the built environment • Report any damage/ problems with facilities • Report any harassment or bullying behaviour • Stop play if facilities/ equipment are damaged | <ul style="list-style-type: none"> • Be on time • Have all necessary equipment • Follow teacher instructions • Engaging in learning and doing your best | <ul style="list-style-type: none"> • Move in an orderly and safe manner • Be sun safe • Remain 'in bounds' • Play safely and follow the rules • Follow the sporting code of conduct |

| | | | | | |
|---|---|---|--|---|--|
| Assembly/ Mass | <ul style="list-style-type: none"> • Sit where directed • Participate respectfully • Sit appropriately and listen • Wear the appropriate uniform | <ul style="list-style-type: none"> • Move quietly and quickly as directed • Follow teacher instructions • Listen to speakers • Participate with dignity • Applaud when invited | <ul style="list-style-type: none"> • Respect the formal nature of assembly/ liturgy • Participate by singing and responding • Enter the sacred space with dignity • Carry yourself with pride when receiving awards • Take care when moving around equipment and sacred symbols | <ul style="list-style-type: none"> • Clap at appropriate times to show respect and appreciation • Participate by singing and responding • Be respectful during Eucharist | <ul style="list-style-type: none"> • Move in an orderly and safe manner |
| Excursions/ Activities | <ul style="list-style-type: none"> • Return permission forms • Wear appropriate uniform • Follow teacher instructions • Complete tasks and participate | <ul style="list-style-type: none"> • Follow all safety guidelines • Follow all directions from staff • Abide by all public transport rules • Participate enthusiastically in activities • Thank those who have organised the activity | <ul style="list-style-type: none"> • Act in a safe and responsible manner • Follow all directions from staff • Abide by all public transport rules • Participate enthusiastically in activities • Thank those who have organised the activity | <ul style="list-style-type: none"> • Complete all activities as required | <ul style="list-style-type: none"> • Move in an orderly and safe manner • Stay together as a group • Follow teacher directions • Wear appropriate safety equipment/ clothing |
| Entering/ Leaving School Grounds | <ul style="list-style-type: none"> • Wear uniform correctly • Arrive on time everyday • Travel safely on buses by following Code of Conduct • Ride bikes with care and wear your helmet • Cross the road at the traffic lights • Drive with care • Observe sign-in procedures if arriving late • Observe sign-out procedures if leaving early | <ul style="list-style-type: none"> • Travel safely on buses by following Code of Conduct • Ride/ drive with care and park in designated areas • Wait in the designated pickup/ drop-off zone • Go home as directed by parents/ caregivers • Be courteous of the community at the shops | <ul style="list-style-type: none"> • Walk on the paths provided • Travel safely on buses by following Code of Conduct • Look after younger students on the bus/ train • Ride/ drive with care and park in designated areas • Wait in the designated pickup/ drop-off zone • Wear uniform correctly | <ul style="list-style-type: none"> • Take all your equipment home so you can complete your homework | <ul style="list-style-type: none"> • Wait in the designated pickup/ drop-off zone • Go home as directed by parents/ caregivers • Cross the road at the traffic lights |

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:

- Start of school orientation
- During Pastoral Care lessons
- Stating expectations in College publications, enrolment interviews, new student orientation, newsletters, College website, in student diaries, classroom posters and at parent information events
- Explicitly teaching the behavioural expectations for each learning activity
- Re-teaching of productive student behaviours at Whole School and Year Level Assemblies
- Re-teaching of productive behaviours via the Responsible Thinking Process and negotiations with teacher
- Modelling of productive behaviours by Student Leaders and Peer Support Leaders

3. Feedback: Encouraging Productive Behaviours for learning

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

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

The encouragement strategies in place for school and classroom include:

- Verbal praise
- Positive commendations in the student diary
- Phone calls home to parents
- Recognition of students who volunteer for school events
- Attendance awards
- Evening of Excellence Awards
- Sports Awards Evening
- Cultural Awards Evening
- Student Awards presented at Year Level Assemblies

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- **The Senior Mentor Program:** Fosters a trusting, relationship between the student (Year 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 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.
- **Chill Out and Create Programs:** Focuses on adolescent social and problem-solving skills. They are aimed at enhancing emotional wellbeing and resiliency by assisting young men and women to continue to develop their social and behavioural capacities. The overarching goal is to support them into being resilient young adults healthy in mind and body.
- **Whole Class Review and Response:** The Review and Response Process is used to provide teachers with a collaborative and supported opportunity to review student/or class data, evaluate the impact of teaching and to plan progress moving forward. The main stakeholders (i.e. classroom teachers, Pastoral Leader, Assistant Principal) gather to discuss issues they are dealing with in the classroom, then encouraged to ask questions to clarify, prompt and establish the needs of the class/or student. Suggestions for responses are canvassed and discussed and several specific teacher strategies are decided. The class/or student data is then tracked and discussed in the next Review and Response meeting.
- **Year 8 Traction 'Build a Bike' Program:** A contemporary program that delivers tangible benefits for young people and their families in the local community through hands-on engagement. The program seeks to help young people build confidence and self-belief whilst building upon their life skills. It also ensures participants have fun whilst learning new skills and making new friends.
- **Peer Support Program:** Designed to develop physical, social and mental wellbeing. Each Year 7 PC group is paired with two Year 10 students who are selected as Peer Support Leaders. On a regular basis throughout the academic year, Peer Support Leaders meet with their group of Year 7 students. The Peer Support Leaders provide activities and facilitate discussions that assist Year 7 students to develop skills that will provide a smooth transition and promote success throughout secondary school.

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 RTP.

Personalised supports currently on offer at the school include:

- Individual behaviour interventions – to assist students who struggle (from time to time) in being able to easily adapt to behavioural expectations
- RTP Plan and Negotiations
- Monitoring Card: Provides 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.
- Negotiated timetable adjustments
- Behaviour Support Plan
- Student Support meetings to plan effective intervention strategies
- Guidance Counsellor support services
- Individual Review and response meetings
- Partnerships with outside support agencies and specialists
- Peer mentoring

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

| De-escalation | Problem-solving | Restorative |
|--|--|---|
| Set clear boundaries Strategies to manage minor behaviour (Appendix B) First set of RTP questions Referral to RTC Chill out time Individual management plan | Teacher – student conversation RTC plan Goal setting Teacher – student – parent meeting Teacher – student – CLT conversation | Student apology Student contributes back to the class or school community RTC Negotiation Staff - student mediation |

5. BCE Formal Sanctions

Detention process

Students may be issued a detention by an Assistant Principal, Pastoral Leader or Curriculum Leader. In this case, parents will be notified by email of the reason and date of the detention. Detentions are held in the Responsible Thinking Classroom each Tuesday from 3- 4:30pm.

Suspension process

In more serious situations students may be suspended from school internally or externally. Suspensions of 1-5 days are approved by the Principal, while suspensions of 6-10 days are made in consultation with the BCE Senior Leader. Parents are notified by phone and a suspension record is created in Engage by the Pastoral Leader to generate the official suspension letter. Students who are suspended internally are supervised in the Responsible Thinking Classroom. Following a suspension, students are required to attend a re-entry meeting with a parent or caregiver. The aim of the re-entry meeting is to ascertain if the student can identify more appropriate behaviour and is ready to return to the College. A return to school plan is completed by the student following the re-entry meeting. This plan demonstrates the student's commitment to making the required changes to their behaviour. If a student fails to adhere to their return to school plan, further consequences may be considered necessary.

Exclusion

In very rare cases, the College may not have the capacity to support a student due to the extreme nature of their behaviour and resulting impact on others in the College community. Due to the serious long-term consequences for the student and family, exclusion will only be considered as a last resort. As an alternative, families may choose to withdraw a student's enrolment prior to a recommendation for exclusion to minimise the ongoing impact on the student's wellbeing and future opportunities. Recommendations for exclusion are made by the Principal to the BCE Head of School Progress and Performance for consideration before the Learning Services Executive makes the final decision. Families will be informed of the exclusion recommendation and the student will be initially placed on suspension until the outcome of the recommendation has been determined.

Appeals

| 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

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 a disability and their associates).

Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community. At St Thomas More College a culture is prevalent where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody. The College does not condone any behaviour which compromises the safety and wellbeing of any student or staff member. Any behaviour that results in harm, or is likely to result in harm to a student or staff member will be reported and responded to in line with BCE Student Protection processes and the College's Student Behaviour Support Plan.

Bullying Definition

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

(Source: <https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying>)

Therefore, bullying has 3 features:

1. It involves a misuse of power in a relationship (power)
2. It is ongoing and repeated (frequency), and
3. It involves behaviours that can cause harm intent.

Bullying can be;

- Physical: Pushing, shoving, punching, fighting, damaging or destroying other people's property, jostling, pinching, touching or any unwelcome physical intimidation, such as gestures or staring.
- Verbal: Offensive or abusive comments, sarcasm, crude jokes and comments, ridiculing appearance, actions or beliefs, obscene or threatening phone calls and emails, teasing or putting other people down.
- Discriminatory: targeting, ridiculing and inappropriate comments aimed at students or their associates, who have a disability, who have a particular sexual orientation or who are from a particular ethnic background.
- Social: Exclusion, spreading rumours, gossip, racial or sexual comments, graffiti and notes intended to isolate, manipulate or harm others.
- Emotional: Victimisation, instilling fear in others, extortion (forcing others to hand over money, food or other possessions), forcing others to do their work.

- Cyber: Using mobile phones, the internet, social media, or other technologies to send insulting, threatening or unpleasant voice, text or picture messages, whether directly to a person or to spread malicious rumours about another (this is a criminal offence and most malicious messages can be traced), taking pictures of people without their knowledge or consent and setting up and promoting websites which are offensive to another person in any way are examples of cyber bullying.

Behaviours that do NOT constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

The purpose of this section of our 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 conflict, bullying and harassment (inclusive of victimisation of students with a disability and their associates).

Our Whole School Approach

Our school uses the RTP 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

In order to respond appropriately to bullying and harassment our teachers participate in ongoing professional development. This occurs through formal training through Eyes Open Social Media as well as during staff meetings, pastoral meetings, year level assemblies and whole school assemblies. Teachers are also trained to deliver the Right Relationships survey which is completed by all students twice per year so they can support the students to respond to the questions accurately.

2. Teaching about Bullying and Harassment

Our Health and Physical Education curriculum embeds the personal and social capabilities and the Religious Education Curriculum into its teaching and learning program. Students are involved in age appropriate discussions about healthy relationships and positive behaviours in relation to bullying and harassment.

3. Responding to Bullying and Harassment

Often bullies are after a reaction or response. A solution can take time so continue to keep taking action until the bullying stops. “Remember that bullying behaviour is way more a reflection of that person who is being mean, than it is a reflection of you”. The following table outlines a range of possible actions that students can use to de-escalate bullying or harassment (adapted from Nurture Works Foundation’s BUZ (Build-up Zone) - Powering Hope in Children).

○

| How to Protect Yourself from Bullying | | | | |
|---|---|---|--|---|
| Walk | Talk | Bounce | Get Help | Bully Shields |
| Stay calm. | Be assertive: Say how you feel; say why you feel that way; say what you want. <i>"I feel _____, when you _____, can you please _____".</i> | Bounce back a quick comeback: <i>"Not cool", "Thanks for your opinion", "Good to know", "Very interesting", "I don't think so", "Well that was disrespectful", "Noted and ignored", "Thanks for sharing.... not", "So mature", "Unreal", "Uncalled for".</i> | Find someone you trust (parent/carer, teacher, student leader or friend). | Build up your confidence in other areas (sports, performing, music, academics, creating). |
| Give quick eye contact; keep your head up; and walk away normally. | Ask the person to stop. <i>"Please don't talk to me like that. I don't like it".</i> | Say something funny back: <i>"Well that escalated quickly"; "Wow, someone got up on the wrong side of bed today!"; "ouch, that hurt!"</i> . | Ask if they can help you. | Have supportive friends. |
| Don't say anything back. | Say sorry if you have been mean. | Surprise them with a compliment: <i>"Your hair looks amazing today!"; "I love how good you are at soccer"; "Congrats on your award the other day".</i> | Tell them what happened: *What the person/s has been doing? *Who has been involved? *Where have the incident/s occurred? *Who else has seen the bullying behaviour? *How often has it happened? | Handle, don't bottle up your feelings. |
| Do not retaliate with physical or verbal aggression. | Ask the person to talk about the issue at another time when everyone is calm. <i>"I hear what you're saying, but can we talk about this another time?"</i> | Agree with them. <i>"Totally"; "oh, I know!"; "I know right?"; "I couldn't agree more"; "I know I am".</i> | Tell them how you feel about what happened. | Turn negatives to positives. Try to think of the positive in every negative situation – silver lining in every cloud. |
| Move away from the situation/area suddenly – e.g., need to go to the toilet or meet someone. <i>"Oh I'm late for that meeting"; "Oh I forgot about Lisa"; "Oh, I'm busting"; "Oh, gotta go!"</i> . | | Be clever but friendly with your words. | Tell them how you responded/reacted. | Be smart about avoiding high risk places. |
| Ignore it and keep doing what you're doing – if you show that you are not upset or you didn't hear them, the harassment may stop or not get worse. | | | Tell them what strategies you've tried so far to stop the bullying. | Treat others the way you want them to treat you. |

What can a student do if they see someone being bullied?

Students should care enough to want to do something in order to protect our College community and encourage a culture of safety and respect. Don't be a bystander, be an upstander by:

- Taking action as the bullying occurs by saying 'leave them alone.'
- Remove the person being bullied from the situation. E.g. 'Hey, come with me. I want to show you something.'
- Reporting the incident to a member of staff as soon as you can. You can do this by filling in an incident report or emailing a staff member with these details:
 - What the person/s has been doing?
 - Who has been involved?
 - Where have the incident/s occurred?
 - Who else has seen the bullying behaviour?
 - How often has it happened?
 - What have you already done about it?

Offer support to the student being bullied. Encourage them to get help through an adult, friend, student leader or family member.

How can parents/ caregivers assist?

Positive parental support around bullying and positive relationships is vital. Parents can help by building a welcoming and inclusive home environment where differences are accepted, and positive qualities embraced. Parents can discuss social, community and relationships openly, including St Thomas More College's expectations about behaviour, how they could best respond if bullied and what they could do as a witness to bullying. Lastly, parents need to be observant. Look for tell-tale signs that bullying could be occurring such as:

- Unwillingness to attend school
- Wanting to be driven to or from school
- Declining academic performance
- Loss of interest in sporting or social events
- Frequent loss of possessions and / or money
- Asking for or stealing money
- Unexplained bruises, scratches, cuts or torn clothing
- Refusal to say what the problem is
- Erratic or behaviour

If parents / caregivers have concerns that your child is experiencing bullying:

- Ask them what has been happening, who has been involved, where have the incidents occurred and if others have seen the bullying.
- Listen sympathetically to your child and keep an open mind
- Discuss with your child some immediate strategies such as staying calm, firmly telling the bully to stop, moving away from the situation.
- Speak to the relevant College personnel (PC Teacher or Pastoral Leader)
- Work with the College in seeking a permanent solution

How do staff respond to reports of bullying

All staff must take all reports of bullying and harassment seriously and respond with a school team process. At St Thomas More College, in the event of responding to a bullying incident, staff managing such situations should follow this process:

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

Preventing Bullying and Harassment

St Thomas More College provides a safe, supportive, and inclusive school environment which employs the following measures and strategies aimed at the prevention of bullying and harassment.

- 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.
- Pastoral care: Students will complete activities in pastoral care classes to enhance their understanding of bullying and harassment and how to respond appropriately.
- Student diaries: Information about how to identify bullying, the types and bullying and how to respond appropriately is found in the student diary for easy reference.
- Whole school events: The college participates in whole school event to promote the National Day Against Bullying and Violence as well as RUOK day.
- Educational programs: The college engages with a range of external educational providers including Eyes Open Social Media, Backflips Against Bullying and Brainstorm Productions to teach students about bullying and harassment, the impact on others and how to respond appropriately.
- Right relationships survey: Staff are trained in the administration of the survey and how to support students to respond appropriately. The survey results are analysed to determine what is working well and areas of improvement.
- 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.

Cyberbullying

Cyberbullying is treated at St Thomas More 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. Cyber-bullying is the use of technology to bully a person with the intent to hurt or intimidate them (Source: <https://www.esafety.gov.au/young-people/cyberbullying>)

Some examples of cyberbullying include:

- creating fake accounts in someone's name to trick or humiliate people
- spreading nasty rumours or lies about someone
- distributing photos / videos of someone to make fun of them or humiliate them
- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- stalking
- humiliating others online
- publishing someone's private information
- creating hate sites / campaigns

How Can A Student Handle Cyber-bullying?

St Thomas More College has invested in cyber-safety guest speakers and educates students on how to handle circumstances where they feel they are being cyber-bullied. There are a range of actions students can take when cyber-bullied:

- Report the abuse to E-Safety Commissioner website (<https://www.esafety.gov.au/>)
- Talk to someone you trust straight away—like a parent, sibling, uncle/aunt, teacher or friend, or contact Kids Helpline
- Report online harassment and physical threats to police if in danger
- Save, store, screenshot emails, chat history, posts or messages. Collect the evidence—keep messages, take screen shots and print emails or social media conversations
- Block and delete the bully from all contact lists
- Change privacy settings
- Do not respond to nasty emails, chats, SMS or comments – this is what the bully wants so ignore them
- Have some 'down time' without a computer or mobile. Give yourself some time away from technology just for a break
- If the bullying continues – delete your current account and start a new account. Only give your new details to a small list of trusted friends
- Do something you enjoy—catch-up with friends, listen to good music, watch a good show or chat online to people you can trust
- Get a new phone number if being harassed on your phone

What if a Friend or Peer is Being Cyber-bullied?

If have a friend or know someone at school who is being cyber-bullied:

- Don't join in – don't comment on posts, images or videos that hurt or offend others
- Engaging in a post can pull the post to the top of the thread and make it more visible to a wider audience
- Don't forward or share posts, images or videos that will hurt others
- Leave negative groups and conversations
- Report bullying to someone that can help—this can be an anonymous report to a parent or teacher
- Support your friend online and offline—'I heard about the posts - you don't deserve that. I'm here for you.'

Sexting

Sexting is using the internet or a mobile phone for creating, sharing, sending or posting sexually explicit messages or images. Sexting can include images from film, movies, videos, photos, and digital images sent by SMS, email, chat rooms and publishing on blogs. (Source: <https://kidshelpline.com.au/parents/issues/sexting-and-impacts-young-people>)

Sexting usually refers to:

- Taking naked or partially naked photos or videos of yourself and sending the photos via the internet or mobile phones
- Receiving or forwarding naked or partially naked photos or videos through mobile phones, internet and social networking sites such as Facebook or Instagram.

What can a student do if an Image Is shared or sent to them?

- Ask for it to be deleted
- Report it to eSafety
- Report to the service or platform where the photo or video was posted and ask for it to be removed. You can find reporting links in the eSafety Guide.
- If the video or image has already spread online, try to stay calm and seek support. It can help to have a confidential talk with a counselling or support service. You might also want to talk to your friends or family for support.

Police sometimes need to become involved in sexting cases where taking or sharing sexual images of someone under 18 may be treated as the production and/or distribution of child sexual abuse material, also known as 'child pornography'. Creating, possessing or sharing nude images of people under 18 may be a crime, even if it's a nude selfie. Find out more about the law at Youth Law Australia.

Be mindful that possessing intimate images of someone who is under the age of 18, even if it is for the purposes of collecting evidence, may be an offence. Learn more about collecting evidence in cases of image-based abuse.

Proactive Methods to Prevent Bullying and Cyber-bullying

| Whole School | Class / Group | Individual |
|---|---|---|
| Teach students how to co-operate and get on with others | Explicitly teach about conflict and bullying | Assist students to develop more appropriate social skills |
| Promotion of whole-school anti-bullying events (National Day of Action Against Bullying and Violence) | Implement resilience and anti-bullying programs | Implement a behaviour management plan or stay away agreement |
| Education at Whole School Assemblies | 'Safe & Sound' Unit Year 7 HPE Unit | Conduct mediation sessions |
| Education at Year Level Assemblies | 'Respectful Relationships' Year 9 HPE Unit | Apply disciplinary consequences |
| Student wellbeing surveys to identify bullying and effectiveness of responses | 'Mental Health' Year 9 HPE Unit | Confidence and Self-esteem information and strategies in the diary |
| Educative Newsletter articles | 'All You Need is Love' Year 10 HPE Unit (CyberSafety, Sexting, Law) | Mental Health and Wellbeing information and activities in the Diary |
| Systematic approach of Pastoral Care classes to promote belonging | | Acknowledgement of Character Strengths and Affirmations |

Investigating Potential Bullying/ Cyber-Bullying

The primary aim of the school's response is to restore a positive learning environment for all students. A second aim of the school's response is to avoid escalation of issues or causing more harm.

The research into schools' responses to bullying suggests that 'zero tolerance' or punitive approaches without ongoing support for bullies and victims are far less effective. The investigation of bullying or cyberbullying at St. Thomas More College has three phases for both the bully and victim:

1. Investigation: A 'No Blame' approach is taken when investigating the alleged bullying through Incident Reports and questioning.
2. Consequence / Action: An action may be necessary for both the bully and the victim (e.g. Mediation, Counselling, Restorative practices, Withdrawal, Planning, Goal Setting, Educative outcomes) so that a positive learning environment can be restored.
3. Support: Follow up and check-in with victim and bully to avoid escalation or repetition of issues (E.g. Sharing of concerns, developing safety plan, counselling, regular check-ins, encouragement of immediate reporting of future incidents).

Parents of both the perpetrator and the target will be notified of the level and severity of the incident. A record of the incident is kept on Engage.

Resources

- **E-Safety Commissioner:**
- **Kids Helpline:** a free, private and confidential, 24-hour telephone and online counselling service for young people aged between 5 - 25 years. <http://www.kidshelp.com.au/>
- **Act Smart Be Safe:** a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety. <http://education.qld.gov.au/actsmartbesafe/>
- **Bullying. No way!:** an online resource providing information for parents/carers, students and educators. <http://www.bullyingnoway.com.au/who/default.shtml>
- **KidsMatter:** a school based framework that aims to improve the mental health and wellbeing of children. <http://www.kidsmatter.edu.au/>
- **ReachOut:** an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. <http://au.reachout.com>

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.

2. RTC Data

RTC records are kept using the BCE Engage Student Support system. Once students have successfully completed and negotiated a plan with their teacher, the information is entered into Engage. This data is used by our Pastoral Care team to monitor behaviour and identify individual students who need additional support and intervention. The information collected is also useful for determining particular times, locations or types of incidents that may need to be addressed with a particular cohort.

3. Right Relationships and Well-being Survey

The right relationships survey is conducted at St Thomas More College in semester one during the National Day Against Bullying and Violence. This survey helps the Pastoral Team to monitor the instances of bullying at the College. Questions within the survey also provide key information about students who may need additional support to manage social interactions at school. Student feedback about ways that the College can reduce instances of bullying and promote harmony is considered and programs put in place where possible.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

| | Descriptor | Definition | Example |
|----|-------------------------------|--|---|
| 1 | Inappropriate verbal language | Student engages in low intensity instance of inappropriate language | Calling someone an "idiot", swearing if they kick their toe |
| 2 | Physical contact | Student engages in non-serious, but inappropriate contact | Pushing in the tuckshop line, horseplay |
| 3 | Disrespect/non-compliance | Student engages in brief or low intensity failure to respond to reasonable adult requests | Saying "No", "Not going to do it", "I don't want to do that" |
| 4 | Disruption | Student engages in low intensity, but inappropriate disruption | Calling out, talking to a peers in class |
| 5 | Uniform violation – Minor | Students wears clothing that is near but not within the school's dress code | Wrong socks, wrong shorts for sport |
| 6 | Technology Violation - Minor | Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer | Making a mobile phone call in breach of school's policy |
| 7 | Property misuse | Student engages in low intensity misuse of property | Using equipment contrary to its design or purpose |
| 8 | Late | Students arrive late to class | Tardy or late to class not late to school as this is often beyond the control of a primary school student |
| 9 | Out of Bounds | Student is in an area within the school grounds that has been designated "off limits" at that particular time | |
| 10 | Lying/Cheating | Student engages in "White Lies" | "I came first", "It wasn't me!", "I didn't do it" |
| 11 | Teasing | Isolated inappropriate comments (ongoing teasing would fit under Bullying) | Laughing at someone's misfortune |
| 12 | Sexual Behaviour | Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation. | Green light behaviours |
| 13 | Incomplete tasks | Student has failed to complete a set piece of work in a clearly specified time frame | Has difficulty starting learning task, continuing on task or completing learning tasks |

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. |
| 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 | Throwing a computer, graffiti of school buildings, arson |

| | Descriptor | Definition | Example |
|-----------|-----------------------------------|---|---|
| | | substantial destruction or disfigurement of property | |
| 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) |
| 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 | The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May |

| | Descriptor | Definition | Example |
|-----------|-----------------------------|--|--|
| | | site, and/or pending explosion with the intent to disrupt school | include pulling a fire alarm or written or verbal bomb threat. |
| 16 | Concerning Sexual Behaviour | <p>Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p> | <p>Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public</p> <p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</p> |
| 17 | eCrimes/Cyber exploitation | Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another | Stealing someone's identity and impersonating them online, sending sexually explicit images |
| 18 | Academic Disengagement | Student does not complete and/or submit summative assessment pieces or avoids exams | Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time |