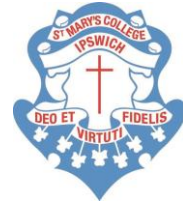


**St Mary's College's
Student Behaviour Support Plan
2024**



Vision

Empowering courageous learners who confidently and compassionately enact Mercy values in our world.

Mission

Excellence in education through innovation and challenge in the spirit of Mercy.

Values

Hospitality

Integrity

Courage

Respect

Compassion

Wisdom

Our School Context

Established in 1863, St Mary's College is a Catholic secondary school committed to the education of young women from Years 7 to 12 in the Mercy Tradition. We offer wholistic education that is values based and life-giving, providing opportunities for each student to achieve her potential and become a woman of Mercy. Our education prepares young women to be active global citizens with the skills, confidence, and courage to live life to the full and make a difference in an ever-changing world.

As the only secondary Catholic girls' school in the region, our College draws from suburbs in and around the Greater Ipswich area and beyond. Close in proximity to St Mary's Primary School and St Edmund's College, the College has strong links with the local community, particularly the local Parish.

Students meet in their horizontal Pastoral Care class each morning. The pastoral approach is designed to create meaningful connections and builds strong and lasting relationships between students. Our SOAR Wellbeing program has been designed for the education and development of young women.

Students at St Mary's College belong to one of four Houses where students are able to compete and connect with students across different cohort groups. The house system helps students to build school pride and connects them to the founders and history of the College.

Consultation and Review Process

The St Mary's College Student Behaviour Support Plan is seen as a working partnership between students, staff, families, and the wider community. Under the guidance of the College Principal, and directed by the Assistant Principal – Student Wellbeing, the College sought feedback from:

- The Pastoral Team
- College Staff
- Parents

Each year the College will conduct a high-level check, with a detailed review of the plan occurring every 2 years.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

The College is unified in our approach to learning and teaching due to our shared beliefs about pedagogy, learning socially at school, the importance of our student behaviour supports, and the need to respond to student's requirements. The College believes that positive behaviour supports improves student outcomes, reduces exclusionary discipline, and improves teacher Wellbeing. This approach enables a healthy school and increases student engagement and instructional time (PBIS.org).

The BCE Learning and Teaching Framework states that learning is:

- inextricably linked with living life to the full
- personal, relational, and communal
- visible, active, and interactive to create knowledge and meaning.

and teaching is:

- a ministry and invokes a commitment to live out the mission of Jesus.
- relational with a shared responsibility to educate for the common good.
- visible, explicit, and responsive, creating equity and excellence for all learners.

Vision for Learning



2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is an approach to positive behaviour that supports all students. This framework provides for increased academic and social progress and achievement for all students through the explicit teaching of behaviours.

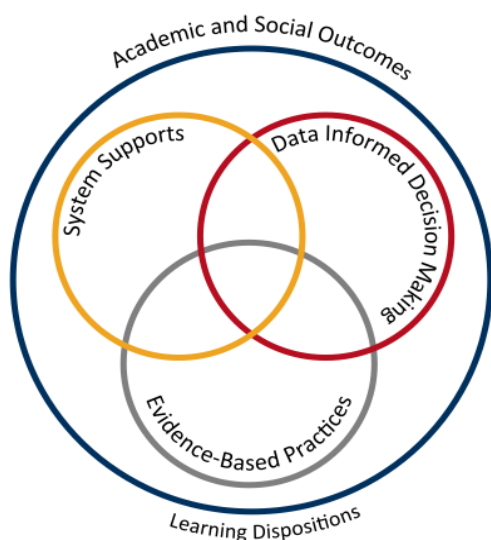


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L (Positive Behaviour for Learning) is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4L 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 the positive behaviour approach is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of intervention and support 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.

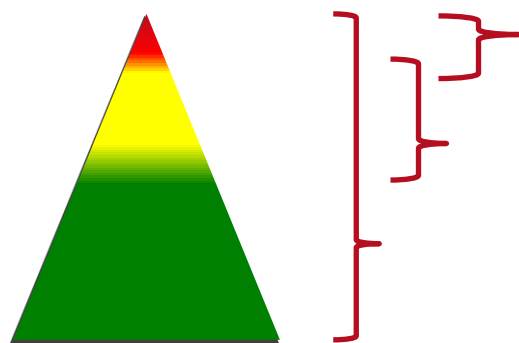


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

- Individual students
- Assessment based.
- Intense, durable intervention

Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1

- All students
- All settings
- Preventative, proactive

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

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

At St Mary's College, teachers lead the Student Behaviour support of students in their classrooms, and are further supported by Pastoral Leaders, Guidance Counsellors, Inclusive Education Teachers, Assistant Principal - Student Wellbeing and the College Leadership Team.

Students requiring support are identified by teaching staff using the Engage- Request for Support function and through the use of College data. Universal supports are provided by teaching staff in the classroom, but targeted and individual supports are triaged for Years 7-9 by AP-Student Wellbeing, AP – Teaching and Learning, Guidance Counsellors, Inclusive Education Teachers in the weekly Triage Meeting. Individual and Targeted supports are identified at this meeting and disseminated / acted on by Case Managers who are assigned at these meetings. Staff who have submitted the original Request for Support, are then informed of actions taken. The Senior Years Support Group (SYSG) develop supports required in the Senior School (Years 11 & 12) to ensure QCE eligibility and a successful Senior schooling outcome.

Following the 2023 PB4L review, Professional Development has and will continue to be provided to support student engagement and teacher approach. A PB4L Action meets once a term to discuss processes and practices for continued development of this approach.

The Behaviour Matrix will be explicitly taught in Wellbeing and PAS lessons. A range of rewards and certificates have been introduced to improve student connection in the classroom and wider college community.

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:

- Be organised and prepared.
- Be resilient, work hard and have a growth mindset.
- Be respectful, safe, and kind.

Our school Behaviour Matrix is a visual tool that outlines the expectations of behaviours that students will practice and demonstrate. The matrix promotes staff to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. (See Appendix B)

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 21st Century.

The Personal and Social Capabilities are 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 and through the Wellbeing program. 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:

- Beginning of school year and Year 7 Transition program.
- Pastoral care lessons throughout the year
- Time built into the first weeks of schools and increased later in the year.
- Teaching of the Behaviour Matrix in Wellbeing lessons and PAS (Peer Activity Sessions)
- Year Level Assemblies including small group practice.
- New student orientation when needed.
- Student leaders support younger 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.

The encouragement strategies in place for school and classroom include:

| | |
|---|---|
| Behaviour Matrix – Wellbeing and PC teachers, teach students the expected behaviours from the Behaviour Matrix. | Classroom encouragement strategies – micro skills for teaching which encourage positive behaviours and discourage negative behaviours |
| Year Level Assembly acknowledgements | Mercy Moments – twice a term -nominated by staff |
| Spirit of Catherine Awards | Students self-nominate for this levelled approach at rewards for service, attendance etc. |
| Individualised reward system | Staff have their own reward practices in the classroom. |
| Mercy Merits sent by staff to parents. | Check and Connect Mentoring program |

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:

- Check in and check out – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills 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, Wellbeing Officer 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:

- Individual Behaviour Support Plan
- Guidance Counsellor support services
- Triage team who allocates supports needed by students when a Request for Support is made in Engage.
- Student Support Team case management (SYSSG)- planning and implementation of individualised support plans and monitoring data in the Senior Schooling phase.
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).
- Tier 3 BCE Behaviour Support plans
- BSW Risk Assessment Plan

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour can 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. When responding to unproductive behaviours, staff take a positive and supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, there is a system in place to enable staff to respond to minor unproductive behaviours efficiently and effectively and 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 and Appendix D.

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, such as reminders of expectations, re-directing to learning and re-teaching behaviours using the matrix. Appendix A includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours can be classified under the three evidence-based approaches (supported by BCE policy).

| De-escalation | Problem-solving | Restorative |
|--|--|--|
| Supervised calm time in a safe space in the classroom (5 min time-out in the back of the classroom) Supervised calm time in a safe space outside of the classroom – Chill Out Space or LEC Individual safety plan Buddy Class Support | Teacher – student conversation Plan for success with the classroom teacher. Behaviour card Teacher – student – parent meeting (can include addition of Guidance Counsellor, Student Wellbeing Officer or STIE if required) Teacher – student – leadership conversation | Student apology Student contributes back to the class or school community. Restorative conversation Restorative conference with parents |

Appendix C PB4L Flowchart

5. BCE Formal Sanctions

- **Detention process**

At St Mary’s College the Pastoral Care Tutorial or PCT is a process whereby a student attends a lunch time session to restore relationships or damage, OR to be educated about the issue which requires a change. The Pastoral Leader nominates the PCT and informs the parent via phone call. The Pastoral Leaders supervises this space on a rotational basis.

- **Suspension process**

At St Mary’s College a suspension takes place when a substantial issue has been recognised after a period of investigation by Pastoral Leaders. The AP – Student Wellbeing in conversation with the Principal, nominates the Suspension. The suspension may be in-school or outside of the school environment. The Pastoral Leader completes the Suspension record in Engage. The parents are notified in the first instance by phone call and an official Suspension letter is sent, via email to the parent/caregiver by the AP-SW during the phone call. The time for re-entry is negotiated with the parent/caregiver and included on the Suspension letter. Along with the Suspension letter, a “Re-entry Plan” is sent for the student to complete prior to their re-entry interview. Where a repeated pattern of behaviour or dangerous behaviour resulting in suspension occurs, a meeting with the Principal will be required.

- **Negotiated Change of School** –
At St Mary’s College a negotiated change of school is managed by the Principal of the College when the enrolment is considered untenable. All opportunities will be taken to maintain the enrolment prior to this decision being made.
- **Exclusion** –
Whilst this level of Behaviour management is not in keeping with our restorative practice approach, in extreme circumstances, the Principal may believe this recommendation is the best outcome for all concerned. This decision will be made in consultation with the Senior Leader and made via submission to the Deputy Executive Director of Brisbane Catholic Education.

For appeals, the school aligns to BCE processes.

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

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying (Ref: Bullying No Way).

In the Engage record keeping system, the Major incidents for Bullying/Harassment include:

- Physical characteristics
- Emotional characteristics
- Racial characteristics
- Sexual characteristics
- Gender characteristics
- Religious characteristics

- Disability characteristics

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!](#) and the Friendly Schools program (Telethon Institute) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

Respect is the foundation value of St Mary's College. Bullying is the antithesis of respect. Explicit teaching about types of bullying is completed with staff and students at the College so they can understand what it is, what it looks like, and how to appropriately respond. The College promotes students supporting their peers by reporting, and staff responding to incidences that are reported to them. The Pastoral team follows through with the inquiry into all situations reported to them. The full school acknowledgement of the *National Day of Action Against Violence and Bullying*, provides opportunities for staff and students to learn about the signs of bullying, what determines bullying and how best to deal with bullying situations.

2. Teaching about Bullying and Harassment

Education about healthy relationships and positive behaviours in relation to bullying and harassing behaviours is embedded in the College curriculum largely through the Religion and HPE curriculum. In the HPE Curriculum students' study 'Personal Identity and Healthy Relationships' and 'Relationships and Personal Identity'; in particular, the *Rock and Water* program focusing on body awareness, emotional awareness, and self-awareness in various contexts – in friendships, family situations, school-life, and on-line settings is used.

The Religious Education Curriculum examines topics such as; 'Common good', 'Dignity of the Human Person' and 'Social justice', that students apply to their own world; choices and virtues in their lives; the impact of Catholic social teaching on an individual's moral behaviour; good and evil; and ethics and morality. All these topics help students to examine their own ways of working with people in community and how to ensure fairness and justice for all.

Personal and Social Capabilities from the Australian Curriculum are embedded through the Curriculum offerings and the Wellbeing program (SOAR). At each year level of the Wellbeing program, students are taught about Respectful Relationships. In August, the College acknowledges the National Day of Action against Bullying and Violence as a community.

3. Responding to Bullying and Harassment

Students and families can report incidences of bullying to any staff member. The College (Pastoral Leaders) will then follow the procedures outlined below to ensure that the incidence is investigated, and if students are found to be bullying and harassing others, they

will be provided with guidance and support, and where necessary, consequences, to ensure that this behaviour is not continued or replicated in the community.

All staff must take all reports of bullying and harassment seriously and respond as follows.

- Staff **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). Pass information to Pastoral Leaders for further consideration and action.
- Pastoral Leaders **Collect** information, document, and evaluate, including specific 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 (AP-SW). 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

1. Student Assemblies and Year Level 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. This is completed through discussion about positive and healthy relationships, acknowledgement of important days in the community like the *National Day of Action against Bullying and Violence*. Student retreat days also cater to year levels regarding positive relationships with self and others.
2. Staff receive professional development about positive relationships and positive behaviours (PB4L). On special days such as the *National Day of Action against*

Bullying and Violence, staff will also receive information about bullying and harassment and how they can recognise and deal with bullying in school and community.

3. New and casual staff receive information about our school's approaches and strategies to prevent and respond to student bullying behaviour in the staff induction handbook and School Behaviour Support plan information.
4. Communication with parents: letters, newsletter articles and parent evenings promoting positive school culture, are designed to increase parents' understanding of how our school addresses all forms of bullying behaviour.
5. SOAR (Wellbeing program) supports the Respectful Relationships program for the teaching of bullying from the perspective of how to have positive relationships. This is supported by the *Bullying No Way* and Friendly Schools program around the *National Day of Action Against Violence and Bullying*.

Key contacts for students and parents to report bullying.

Staff member Year 7 Pastoral Leader – Katherine Palmer (Acting Madi Lenihan) – 34325444

Staff member Year 8 Pastoral Leader – Melanie McAndrew – 34325444

Staff member Year 9 Pastoral Leader – Megan Christie – 34325444

Staff member Year 10 Pastoral Leader – Kelly Gryga – 34325444

Staff member Year 11 Pastoral Leader – Matt Kirby - 34325444

Staff member Year 12 Pastoral Leader – Alisha Meredith – 34325444

Guidance Counsellors – Fiona Podolak and Jennifer Watson – 34325444

Cyberbullying

Cyberbullying is treated at St Mary's College with the same level of seriousness as direct bullying. Responses to this style of bullying can occur even if the action is not on school property and during school hours.

In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours are entitled to seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Responses to incidences of Cyberbullying mirror that of bullying. Incidences are investigated and logged through Engage – Minor – Technology Violation and Major – Bullying/Harassment (Physical, Emotional, Racial, Sexual, Gender, Religious, Disability), families notified, and consequences instigated.

Resources

Resources used for education about Bullying are research based and use the STEPS framework to ensure appropriate and evidence-based programs are used to educate staff and students about responding to bullying.

Resources from the e-Safety website and “Think You Know”, are used with students to educate about Cybersafety and Cyberbullying. Students receive visits from the Queensland Police Community Policing officers who inform students of the dangers of being online, including Cyberbullying.

Respectful Relationships <https://learningplace.eq.edu.au/cx/resources/file/a0ba1327-a69e-474d-a220-acfff7542960/1/index.html>

Bullying No Way! <http://bullyingnoway.gov.au/>

Office of the eSafety Commissioner <https://www.esafety.gov.au/>

Friendly Schools Program <https://friendlyschools.com.au/research/>

Think You Know <https://www.thinkuknow.org.au/about>

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database used by BCE schools 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 appropriate student supports at all levels including Tier 2 Targeted and Tier 3 Personalised supports.

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.

SMC uses behavioural data from Engage to make informed decisions about student supports required in each year level. Targeted and personalised team (Triage team and SYSSG), meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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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, jostling. |
| 3 | Disrespect/non-compliance | Student engages in brief or low intensity failure to respond to reasonable adult requests | Ignoring or refusing i.e. “No”, “Not going to do it”, “I don’t want to do that” |
| 4 | Disruption | Student engages in low intensity, but inappropriate disruption | Calling out, talking to a peer in class |
| 5 | Uniform violation – Minor | 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, 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 |
| 9 | Out of Bounds | Student is in an area within the school grounds that has been designated “off limits” at that time | |
| 10 | Lying/Cheating | Student engages in small or unimportant 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 | <p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence.</p> <p>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating.</p> <p>Racial: taunts, graffiti, gestures, intimidation.</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>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 posting personal insults and online hate sites/bash boards.</p> |
| 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 |

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| 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 mobile phone, 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, vapes containing nicotine, drug related equipment. |
| 13 | Weapons Use or possession | A weapon is any object, device or instrument designed as a weapon that through its use can cause bodily harm | Knife, toy gun, gun |

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| 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 using 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. |

APPENDIX B: St Mary's College Behaviour Matrix

College Expectations

Be organised and prepared.

Be respectful, safe, and kind.

Be resilient, work hard and have a growth mindset.

| College Expectations | Universal | Whilst learning, we: | In the College grounds and wider community (camps, excursions, college grounds, travelling to and from school, representing the College) |
|---|--|--|---|
| Be organised and prepared | Be on time. | Arrive to class on time and line up, waiting for class to begin. | Arrive at school on time and move directly into the College grounds. |
| | Be prepared and organised for your day. | Be prepared and organised for class. | Be organised in preparation for the school day. |
| Be respectful, safe and kind. | Be positive, kind, and respectful of all individuals. | Be kind and respectful to peers and College staff. | Be respectful of all sporting supervisors, public transport employees, peers from other schools and individuals in the community. |
| | Respect all surroundings, belongings, and the environment. | | |
| | Act and behave with honesty. | | |
| | Use technology and communication platforms appropriately. | | |
| | Have pride in yourself. | Have pride in your work and try your hardest. | Represent yourself in the wider community with pride. |
| | Follow directions provided to you. | Follow subject specific rules as directed by the teacher | Follow directions given by staff and coaches/team managers. |
| Be resilient, work hard and be a courageous learner. | Listen carefully and follow instructions. | | |
| | Own your choices and actions, accepting the outcome with maturity. | Ensure your work is your own. Acknowledge the use of internet sources. | Act with honesty in the wider community. |
| | Demonstrate persistence when faced with difficulties. | Take risks with your learning – it is OK to make mistakes because they help us to learn. | Try hard and give all activities a go – even if they are new and challenging. |

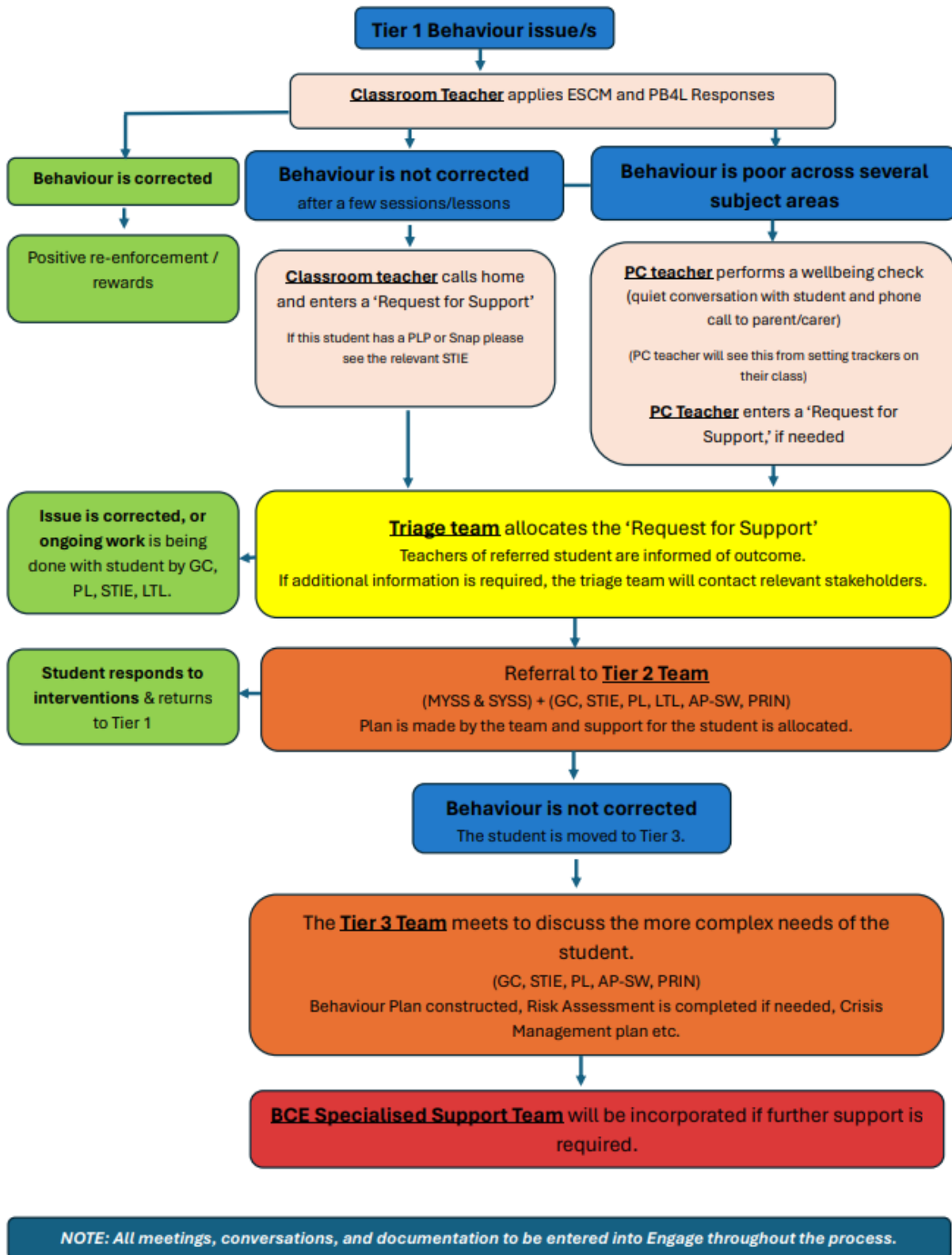
APPENDIX C

Classroom Engagement Flow Chart

| Universal Supports | | Behaviour Type | Responses |
|---|------------------------|--|---|
| <p style="text-align: center;">Every Classroom: Universal Supports</p> <p style="text-align: center;">Effective Classroom Practices and Responses.</p> <ol style="list-style-type: none"> 1. Plan using the Australian Curriculum. 2. Differentiate learning for students to be successful. 3. State and teach classroom expectations (Consistent Classroom Practices and Behaviour Matrix). 4. Use procedures and routines. 5. Actively supervise learning and give students feedback about productive behaviours. 6. Provide multiple opportunities to respond. 7. Have positive, supportive strategies to respond to productive behaviours for | Unproductive Behaviour | <p style="text-align: center;">Minor – Teacher Managed</p> | <p style="text-align: center;">Teacher toolbox: Essential Skills for Classroom Management (Using the toolbox will help ensure more positive behaviours before they become a concern – these Universal support tools can also help to manage minor behaviours).</p> <ol style="list-style-type: none"> 1. Remind the student of the expectation. 2. Reteach the behavioural expectation. 3. Waiting and scanning. Give verbal reminders if they do not do as asked. 4. Cueing with parallel acknowledgement – parallel praise 5. Body language encouraging – positioning / proximity, motioning etc 6. Descriptive encouraging 7. Selective attending 8. Supportive check-in / Reassuring conversation 9. Redirecting to the learning 10. Giving a choice e.g., “we can do this now or we can do this at break.” 11. Following through (be more specific here) |
| | | <p style="text-align: center;">Repeated Minor – Teacher + other staff*</p> <p>A repeated minor is a behaviour that occurs over a few lessons in the one</p> | <p style="text-align: center;">Possible responses to a students repeated minor behaviour.</p> <ul style="list-style-type: none"> • Problem solving conversation (Click for this document) • Restorative practices conversation (Click for this document) • Student, Parent, Teacher conversation. |

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| <p>learning. i.e. Reward systems.</p> <p>8. Have positive, supportive strategies to respond to unproductive behaviours for learning. i.e. Problem-solving conversations.</p> <p>9. Be clear and succinct with all instructions.</p> <p>10. The 10 Essential Classroom Management skills (<i>Universal Supports</i>) can be used here.</p> | | <p>subject OR across many different subjects.</p> <p>It is not a repeated minor if it occurs in a single lesson. The responses for a repeated minor are in the responses section of this chart. If none of the strategies in the toolbox and responses section of this chart work to correct the behaviour, you should enter a "Request for Support" into Engage.</p> <p>The Pastoral Leader will work through this with you.</p> | <ul style="list-style-type: none"> • Community Service / Make it right action. • Request for Support – through Engage <p>*Other staff refers to Pastoral Leaders, STIEs, Guidance Counsellors etc</p> |
| <ul style="list-style-type: none"> • Use Learning Intentions, Success Criteria and Engaged Behaviours. • PC teachers use Engage trackers to monitor the behaviour of students in their class. • Class teacher makes regular contact with parents. | | <p>Major – Pastoral + Leadership managed.</p> <p>A Major behaviour refers to any of the major behaviours in the behaviours table and will often be referred as a Major behaviour by the Pastoral Leader and/or the MYSG or the SYSG.</p> <p>It is usually a behaviour that incorporates an element of risk or safety.</p> | <p>What are the school's possible responses to a student's Major behaviour?</p> <ul style="list-style-type: none"> • Student, Teacher, Leadership problem solving conversation. • Student, Teacher, Leadership restorative practices conversation • Restorative practice • Student, Teacher, Leadership, Parent meeting • Crisis Management flowchart • Formal sanction – Pastoral Care Tutorial • Formal sanction – Restorative Time (provided by Pastoral leader or CLT) • Formal sanction - Suspension • Consider the need for increased supports (Academic or Behavioural) • Call Pastoral Care for assistance (Call Pastoral Support Officer on 436. If not available, call 407). The request to the classroom would be appropriate for situations where safety of staff and students is an immediate concern). |

SMC Behaviour referral flowchart



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| Approver: Principal | Issue date: 27/02/2024 | Next review date: | 27/02/2025 |
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