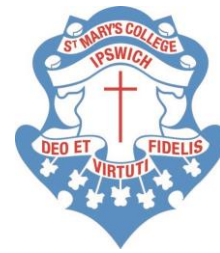


SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN 2023



School Mission and Vision - Teach Challenge Transform

With Jesus and Mary as our models, St Mary's College provides a quality holistic education in a caring Catholic community. All students are challenged to become confident and creative individuals, and successful lifelong learners who strive for excellence, through contemporary and innovative learning opportunities.

Vision

Empowering young women to be compassionate, resilient individuals who live with integrity and faith.

Values

Hospitality

Courage

Compassion

Integrity

Respect

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, ensuring each student achieves her potential and becomes a woman of integrity. Our education prepares young women to be active global citizens with the skills, confidence, and resilience to live life to the full and make a difference in an ever-changing world. Our values have been developed in consultation with our community, to ensure all views are represented.

As the only secondary Catholic girls' school in the region, our College draws from several 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 at St Mary's College belong to one of four Houses and meet daily in their vertical Pastoral Care class, with older students mentoring younger students. The vertical house system creates meaningful connections and builds strong and lasting relationships between individual students, between students and staff, and between staff and families, cutting across both year levels and cultural differences.

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
- Whole Staff community
- College Board

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

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions. At SMC we believe that positive behaviour supports can be used to improve student outcomes, reduce exclusionary discipline and improve teacher outcomes. It will help us to establish a healthy school culture and climate and increase 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

UNESCO paper titled, *The Brain Basis for Social-Emotional Learning Also Supports Academic Learning*, states that, "Human brain development requires social relationships, emotional experiences, and cognitive opportunities—and the quality of these relationships, experiences and opportunities influences how the brain develops, and hence how a person thinks and feels. Though healthy human environments can vary greatly on their specific characteristics and cultural features,

when a person's world is seriously impoverished on any of these dimensions, brain development and the learning that depends on it are compromised" (Immordino-Yang, Darling-Hammond & Krone. 2021).

All of these sources respond to the necessity for positive and proactive social and emotional learning for positive learning.

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

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

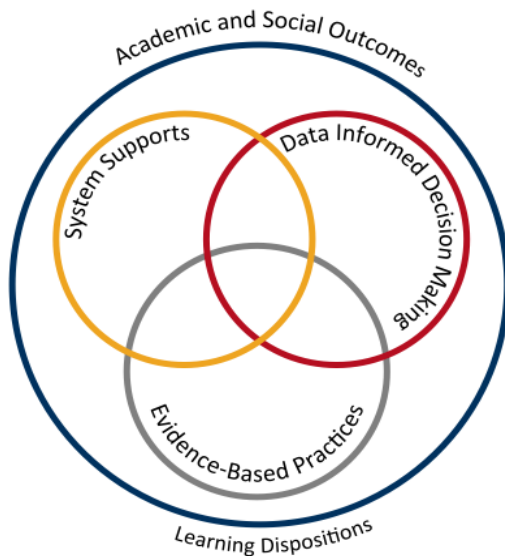


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

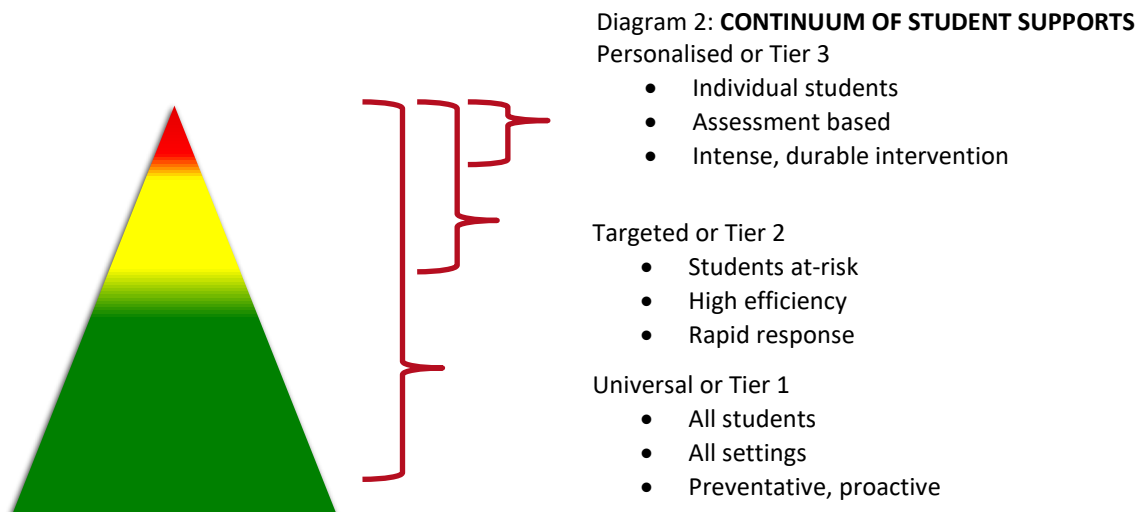
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



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

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

At St Mary's College, all staff lead the Student Behaviour support of students in their classrooms and are further supported by Pastoral leaders, Guidance Counsellors, Assistant Principal - Student Wellbeing and all further members of the leadership team.

Students requiring support are identified by teaching staff using the Engage-Request for Support function and through use of college data. Universal supports are provided by school officers and teaching staff in the classroom, but targeted and individual supports are triaged by AP-Student Wellbeing and Guidance Counsellors to be discussed through the Middle Years and Senior Years Support Groups. These groups comprise of Guidance Counsellors, Assistant Principal - Student Wellbeing, Pastoral leaders, Learning Support staff and Learning and Teaching middle leaders. Individual and Targeted supports are identified at this meeting and disseminated / acted on by Case Managers from this team who are assigned at these meetings. This group meets once a fortnight for approximately 1 hour.

The implementation of PB4L has occurred and will continue to be discussed in Staff Meetings and Professional Development days. A PB4L Action team has been identified and will meet twice a term to discuss processes and practices for implementation throughout the College in 2023. A full review of PB4L at SMC will occur in Term 4, 2023. This review will give direction for 2024.

Staff will receive Professional Development in Twilights on the Essential Classroom skills to ensure there are consistent approaches to Behaviour Support at the College. A range of rewards and certificates have been introduced to improve student connection in the classroom and wider college community. A new Behaviour Matrix was devised to align with College norms and values.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations (norms) 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 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. (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 twenty-first century.

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year and year 7 Orientation Day
- Pastoral care periods throughout the year
- Time built into the first weeks of schools and increased later in the year
- 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:

Classroom covenants – student outline the practices and behaviours they want to see in their classrooms.	Classroom encouragement strategies – microskills for teaching which encourage positive behaviours and discourage negative behaviours
Celebrating Success Assemblies	Mercy moments – twice a term - nominated by staff
	Points system for class reward

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 or guidance counsellor facilitates this type of group. (Guidance Counsellors)

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
- Student Support Team case management (MYSSG and SYSSG)- planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom (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	Teacher – student conversation Plan for success with the classroom teacher Behaviour monitoring card Teacher – student – parent meeting (can include addition of Guidance Counsellor, Cultural Mentor or STIE if required) Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

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 uses their lunch break to become educated about the issue which had them end up there in the first instance. The Pastoral Leader nominates the PCT and informs the parent via phone call. The Pastoral Leaders supervise this space (VET training room or current RR)

- **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 at 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. At the phone call, the time for re-entry is negotiated with the parent/caregiver and the time, which is negotiated, is 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.

- **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 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!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

Professional learning about bullying is completed with staff and students at SMC so they can understand what it is and what it can look like. The College promotes students standing up for others by speaking out and staff report 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'. They study and complete the Rock and Water program which develops body awareness, emotional awareness, and self-awareness in various contexts – in friendships, family situations, school-life and on-line settings.

The Religious Education Curriculum examines topics such as common good 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 throughout the whole school Curriculum offerings and the whole school Wellbeing program. Within the Wellbeing program students across year levels are taught about Respectful Relationships (Understanding Respectful Relationships, Recognising Relational Bullying, Effects of Relational Bullying, Managing Conflict, Conflict resolution, Consent), Cybersafety and Resilience. In August, the College will acknowledge the National Day of Action against Bullying and Violence as a full community

3. Responding to Bullying and Harassment

Student and families at SMC can report incidence of bullying to all staff. 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, along with families, 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 with a school team process.

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

4. **Preventing Bullying and Harassment**

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. 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. Through the introduction of PB4L, and in staff meetings, staff will receive professional development about positive relationships and positive behaviours. 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: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This information is promoted with families through newsletters and New Parent Evenings.
5. The 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 program around the National Day of Action Against Violence and Bullying. The pastoral team completed the STEPS analysis process against the program to determine its appropriateness for the College.

Key contacts for students and parents to report bullying

Staff member Year 7 Pastoral Leader – Katherine Palmer – 34325444

Staff member Year 8 Pastoral Leader – Kelly Gryga – 34325444

Staff member Year 9 Pastoral Leader – Megan Christie – 34325444

Staff member Year 10 Pastoral Leader – Matthew Kirby – 34325444

Staff member Year 11/12 Pastoral Leader – Alisha Meredith – 34325444

Cyberbullying

Cyberbullying is treated at St Mary's 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.

SMC responds to incidence of Cyberbullying in the same way that we moderate direct bullying. Incidences are investigated and reported to families. The incidence is reported through Engage – Minor – Technology Violation and Major – Bullying/Harassment (Physical, Emotional, Racial, Sexual, gender, Religious, Disability)

Resources

Resources used at SMC for education about Bullying are research based and use the STEPS framework to ensure appropriate and evidence-based programs are used to teach staff and students about how to deal with bullying at school and in the community.

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/>

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.

SMC uses behavioural data from Engage to make informed decisions about student supports required in each year level. Targeted and personalised team (MYSSG & 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, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

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

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
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

Appendix B



2023 SMC Behaviour Matrix

College Norms / Expectations	College Values	In all areas, we:	Whilst learning, we:	In the College grounds and wider community, we:
Be organised and prepared	Respect Wisdom	Attend school on time, every lesson and every day	Arrive prepared to learn	Move into the College immediately when being dropped to school/bus stop
		Are organised for our day	Complete all homework and revision Complete all drafting and assessment on time Complete our work to the best of our ability	Take up opportunities to support your community
		Wear full school uniform and follow the uniform policy Listen to, and follow instructions	Follow the instructions of the teacher and follow the Class Covenant	Follow school procedures and staff instructions Follow rules for all co-curricular activities
Be respectful, safe and kind	Compassion Courage Hospitality Respect	Use kind words and listen to others	Be positive and respectful about the learning of others Celebrate the success of others	Respect people's personal space

		Help others who are in need	Assist others with their learning when appropriate Support school staff and visitors to the College	Allow others to continue learning when moving around the College grounds
		Are polite and use good manners	Are polite and use good manners	Are polite and use good manners
		Respect out surroundings	Respect the learning environment	Respect our environment
		Are honest in what we say and do	Practice academic integrity	Respect and accept the decision of the umpire /referee /judge /official
		Respect the rights of others	Respect the rights of others to learn	Play fair and respect the rules and are gracious in victory and defeat
		Use technology appropriately and as directed, following the College Laptop Policy	Use technology correctly in the classroom, responding to directions from the teacher	Use technology correctly in the community to communicate positively
		Represent the College with pride	Have pride in your classwork and learning	Represent yourself and the College with pride in the wider community
		Look after your own belongings	Look after our belonging and the belongings of others Do the best we can in all that we do Take care of classroom equipment	report damage to staff Put all rubbish in suitable bins
		Treat others with dignity, kindness, and respect	Support our teachers and support staff	Support and contribute to the wider community, demonstrating kindness and respecting the dignity of others

		Appreciate and value other cultures, identities, beliefs, and differences	Listen to and respect the ideas of others	Celebrate and appreciate difference
		Follow rules about where you can and cannot go	Sit where the teacher requires you to Move only to designated areas when directed by the teacher	Move to correct area of the College grounds and do not visit out of bounds areas
Be resilient, work hard and have a growth mindset	Courage Integrity Wisdom Respect	Listen to, and follow instructions	Actively participate in learning and teaching Complete all homework and revision Complete all drafting and assessment	Follow the rules in community
		Own our choices and actions, accepting the outcome with maturity	Practice academic integrity	Act with integrity in the wider community in interactions with community members
		Persevere when faced with difficulties	Are persistent in our efforts Do the best we can in all schoolwork we do Learn from our mistakes	Are resilient in our social interactions Pursue excellence in all work you do
		Attempt to independently work through issues that arise but seek support when unable	Apply problem solving strategies Seek feedback about how we can improve	Try to solve problems to help self and others Take on feedback to improve
		Embrace new challenges and experiences	Give all class work a go, even if it is new	Try hard and give all activities a go – even if they are new and challenging

Appendix C

PB4L FLOWCHART



Set classroom expectations (Consistent Classroom Practices, Class Covenant), routines, learning intentions and success criteria.

Use 10 Essential Skills for Classroom Management (ESCM) for prevention.

If you observe inappropriate behaviour /actions

NO

Is the behaviour major?

YES

MINOR BEHAVIOUR (Tier 1)
 Use essential classroom management skills.

 Classroom teacher works through de-escalation and problem-solving response.

 Enter data into Engage

INTERMEDIATE BEHAVIOUR (Tier 2)
 Ongoing/ repeated minors – once parents are contacted and no change then...
 Refer to Pastoral Leader/ Curriculum Leader, Learning & Teaching leaders/ CLT for further support via Engage if inappropriate behaviour continues.
 *Refer to SMC Behaviours Quick Reference Guide

MAJOR BEHAVIOUR (Tier 3)
 Call Office and enter behaviour data into Engage (436)

Pastoral Leader/College Leadership Team and student will work through de-escalation or problem- solving response.

REPEATED AND ONGOING MINOR BEHAVIOURS
 Contact parents and log in Engage. Consult with Curriculum Leaders / Pastoral Leaders (depending on the issue)
 *Refer to SMC Behaviours Quick Reference Guide
 Call 436 if needed.

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

Pastoral Leader or College Leadership Team will work through restorative sanction, formal sanction or action response (Behaviour, Wellbeing & Safety Risk Assessment Tool).

 Enter data into Engage.

Approver: Principal	Issue date: 01/04/2023	Next review date: dd/mm/20yy
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