Guideline/Procedure

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College Behaviour Support Plan – 07/2023

Purpose

St Mary's Catholic College is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors. This Whole School Engagement Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

The purpose of this plan is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

School Mission and Vision

Our Mission

Through FAITH, HOPE and LOVE we make a difference in our world.

"In short, there are three things that last: Faith, Hope and Love". 1 Co 13:13

Our Vision

St Mary's is a Catholic co-educational community which follows the teachings of Jesus Christ in a spirit of Faith, Hope and Love. Faithful to the mission of Jesus, we partner with families to empower our students to realise their full potential so that they can make a difference in our world.

At St Mary's we grow to be:

- Discerning believers
- Reflective and creative thinkers
- Effective communicators
- Self-directed and life-long learners
- Collaborative contributors
- Caring family members
- Responsible citizens

Our School Context

St Mary's Catholic College provides quality secondary education for boys and girls in Cairns' southern suburbs.

St Mary's Catholic College's spacious grounds and modern facilities ensure the student body of approximately 1000 students receive quality private schooling encouraging excellence in students' academic, vocational, sporting and cultural pursuits.

- Staff and student pastoral care is the heart of our mission. Pastoral care encapsulates the nature of how we relate with one another, in all that we do through Faith, Hope and Love.
- Mary – Courage, resilience, forgiveness, grace, servant leadership.
- Pastoral Care at St Mary's is grounded in Catholic Social Teachings.
- Pastoral care is enacted, and wellbeing enhanced, through relationships.
- Pastoral care involves a whole school approach and is dependent on policies and procedures that help facilitate this across all key domains of practice.
- The Christian dignity and wellbeing of the student are at the centre of all policies, procedures, decisions, and activities at the college.

Consultation and Review Process

St Mary's Catholic College has developed this plan in consultation with the school community. Consultation occurred through College Leadership Team (CLT) Pastoral Leadership Team (PLT), Diverse Learners Management Team (DLMT), counsellors and whole staff meetings. Consultation with our school community including students, Board members and St Mary's families also occurred. The draft plan was distributed to all for comment and review.

SECTION A: St Mary's Student Pastoral Support Systems

1. **Our Beliefs about Pastoral Care**

St Mary's beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

At St Mary's we believe in the inherent dignity of each person.

We also believe:

1. Reconciliation and restorative justice practices are founded on the Gospel values promoted by Jesus Christ.

2. Each person in the school community is valued and treated with respect.

3. Education is a collaborative venture with the school, family, parish and wider community.

4. Just and fair processes are used to guide and develop the ability of all members of the community to make sound and moral decisions.

5. Inclusive, supportive and respectful relationships enhance the wellbeing and learning capabilities of all in our community.

2. **Our Whole-School Approach; a Multi-tiered Systems of Support (MTSS)**

Multi-tiered Systems of Support (MTSS) is a framework (Diagram 1) for schools that use a systematic approach to positive behaviour support 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.
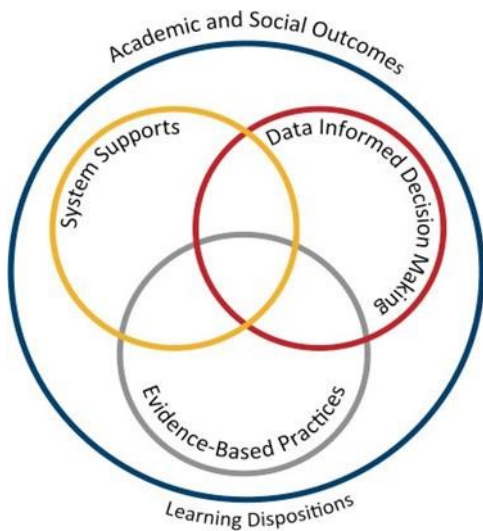
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Continuum of Support and Key Features

An important component of MTSS 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.
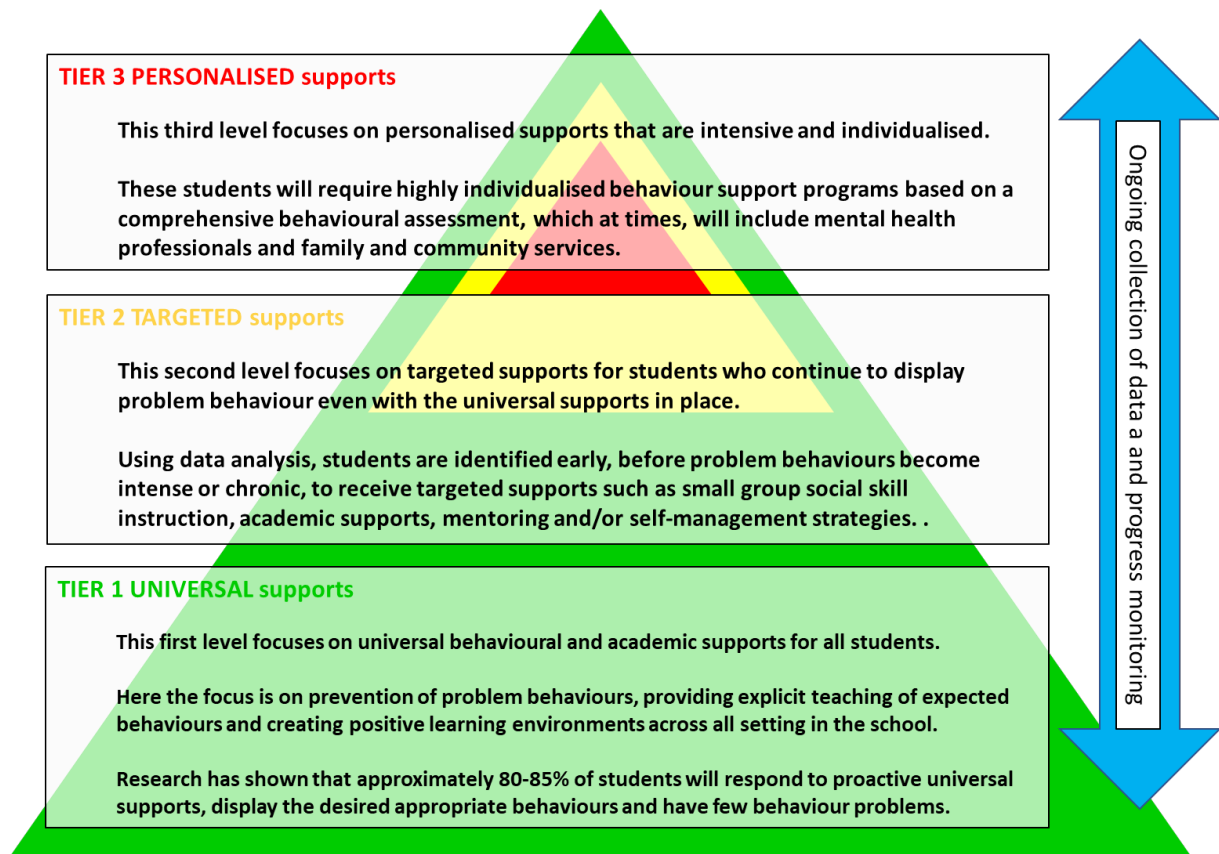

TIER 3 PERSONALISED supports

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.

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. .

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 setting 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.

Ongoing collection of data a and progress monitoring

Diagram 2: Multi-Tiered Systems of Support (MTSS)

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. Responses are indicative of the behaviour presented and level of support required.

3. **Student Behaviour Support Leadership & Professional Learning for School Staff**

All staff at St Mary's Catholic College work with all members of our school community to enable all students to experience the fullness of life.

Key staff include, but are not limited to College Principal, Deputy Principal, Assistant Principal – Junior Secondary, Assistant Principal – Senior Secondary, Assistant Principal – Mission, Assistant Principal – Teaching and Learning, Heads of Years, Guidance Counsellors/Phycologists, Student Support Officer and the DLMT.

Staff regularly engage in professional learning to ensure universal behavioural and academic supports can be implemented for all students. This includes, but is not limited to professional development in Mental Health First Aide, mandatory training, Child Protection, Pastoral Processes sessions, Responsible Thinking Processes, Shared Classroom Expectations, Powerful Partnerships, Essential Skills of Classroom Management, QCAA, professional reading (e.g. UPP: Thrive), PERMA, and BI training to enhance skills, knowledge and understanding in order to enhance student learning outcomes.

SECTION B: Our Student Pastoral Support Practices

Tier 1: Universal Supports

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 provides consistency across the staff and school community.

Our expectations are students are challenged to become:

- Discerning believers
- Reflective and creative thinkers
- Effective communicators
- Self-directed and life-long learners
- Collaborative contributors
- Caring for family members
- Responsible citizens

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.

2. **Focus: Encouraging Expected Behaviour**

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, reteaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. Partnerships with parents and families will support the expected behaviour of their child in support of the College processes.

3. **Feedback: Encouraging Productive Behaviours for Learning**

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

St Mary's 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.

St Mary's encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

St Mary's graduate expectations are lived out in daily action and align with our vision.

The encouragement strategies in place for our school community include:

School practices that encourage expected behaviours	Consistent high expectations that are well communicated to all members of the community (students, staff, parents).
	Classroom practices that encourage expected behaviours.
	Positive communication that supports respectful and proactive relationships.
Merit System	Head of Year Certificate (four merits), Principal's Certificate (four HOY Certificates), and College Medallion (four Principal's Certificates)
Citizenship Awards - Presentation Evening	***Head, heart, hands.***
	Opportunities to be of service to others. Students develop a sense of identity and belonging that brings with it benefits both inside and outside of the classroom.
	Students have worthwhile ideas that should be shared and put into action to participate in our Catholic mission.
	Students are encouraged and empowered to make a difference in the world.
	School recognition of service through hours of service. Hours of service collected and awarded for different levels. 15 hours – Bronze, 30 hours – Silver, 50 hours – Gold, and 70 hours Platinum. Awardees are recognised at the school awards night. The hours are collated overtime at St Mary's Catholic College. Examples include Rosies, Surf Lifesaving, Relay for Life.
Responsible Citizen	Rewards students for their individual efforts in each subject over a specified period of time. Scores are based on each student's effort in completing classwork, homework and assessments to the best of their ability; being punctual to, and organised for, class; showing respect to the teacher and other learners, during a set period.
	The criteria will have all students begin each Responsible Citizen cycle (set time period) on a score of 5. Over the cycle, teachers will move students to a lower score based on the frequency that criteria are not met.
Parent/carer communication	Communication (email/phone) with parents and students acknowledging positive actions.
Champion House	Events that earn points: attendance, group merits, involvement at community events, volunteerism, sporting carnivals, cultural involvement, merits, best dressed pastoral group, academic excellence, Responsible Citizen results.
Student Voice	Students engaged in committees in the school, e.g. Environmental Committee, and Student Representative Council. Opportunity for student voice, growth and development of ownership and pride within the St Mary's community.

Tier 2: Targeted Supports

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

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

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

- Psycho-educational presentations that target Year levels directly teaching various skills to enhance a student's ability to interact with their peers and adults. These workshops are delivered on a needs basis.
- Short-intervention sessions that target friendship conflicts and mediation between peers as needed.
- Social Skills Development through social groups (E.g., Lego, external groups).
- Effective instruction requires more than providing the rule – it requires instruction, practice, feedback re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long.

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 MTSS-E. Personalised supports currently on offer at the school include:

- Engagement with family
- Progress Report
- Individual Behaviour Support Plan
- Wellbeing Withdrawal (Yellow Card)
- School Counsellor support services
- Connection with external health and wellbeing professionals
- Diverse Learning Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Loss of privileges
- Student Incident reflection forms
- Restorative justice meetings (re-entry discussions)
- In-school suspension
- Modified timetable

1. **Feedforward: Responding to Unproductive Behaviours**

Even with our positive approach to teaching and supporting expected behaviours for learning, 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 behaviours they are using appear to meet their needs. When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to student behaviours, we have a system in place that enables staff to respond to minor behaviours efficiently and effectively, to chronic persistent minor behaviours and to major 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) has 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 consider:

- consistency
- least intrusive strategy
- specific, yet brief
- quiet, respectful interaction with the student

- refocus class if needed

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under 4 evidence-based approaches:

Appendix B: Essential Skills of Classroom Management (ESCMs)

Least Intrusive ↓ **Most Intrusive**	**INDIRECT Instructional strategies**	• Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately • Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour. • Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, and picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary. • Cueing with a parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving student appropriately who is nearby to a student behaving inappropriately. Praise the student after a behaviour has been corrected.
	DIRECT Instructional strategies Direct strategies are used after indirect strategies have been used	• Student voice • Verbal redirection - this interaction should ideally use the language of the school's expectations, matching the response to the frequency and severity of the behaviour • Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8) • Questioning to redirect • Rule reminder • Re-teach behavioural expectations. • Provide choice (ESCM 9) (provide a statement of two alternatives, the preferred behaviour and a less preferred choice). • Follow-through (ESCM 10) – supervised time-out in/out of the classroom, logical consequence applied (leads to problem solving and restorative steps outlined below)
	Problem-solving	• Teacher-student conversation • Engagement Plan • Teacher-student-parent meeting • Teacher-student-leadership conversation
	Restorative	• Student apology • Restitution / repair • Restorative conversation
De-Escalation		• Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual IBSP and management of escalated behaviour plan

N.B. *The above table shows examples of the ways in which we respond and are not designed as a list of prescribed approaches to unproductive behaviours. The responses may include examples from one or all domains.*

1. **Disciplinary Consequences / Sanctions**

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances (as outlined on page 2 above). These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

Refer to Cairns Catholic Education Service Policy on Responding to unacceptable student behaviour.

2. **Bullying and Cyberbullying – Information, Prevention, and School/ College Responses at St Mary's we define bullying as:**

A pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders.

Bullying may be carried out overtly (e.g. face–to–face) or covertly (e.g. through repeated social exclusion or via technology). It is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

The different types of bullying identified by the National Safe Schools Framework (NSSF) include:

- Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.
- Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and often unacknowledged by adults.
- Cyber-bullying occurs through the use of information or communication technologies such as instant messaging, text messages, email and social networking sites. Cyber-bullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.
- Most students who cyber bully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm. This definition refers to the use of digital technologies which are very much a part of life and learning, because they offer such a wide range of tools and platforms for social and educational engagement. However, the risks of the digital environment must be acknowledged and constantly addressed. Being cyber safe and acting ethically when using electronic communications is the responsibility of all members of this school community.

At St Mary's a conflict between equals and single incidents are not defined as bullying although, of course, such incidents will require intervention by the school and are treated as serious.

When a student or parent reports an incident, it is taken seriously. Each report of an incident or allegation of bullying is to be investigated. The reporting procedure is outlined in the Bullying and Harassment Guidelines (Appendix C).

Parents and students may choose to report incidents of bullying, including cyberbullying, to a teacher in the first instance and, if the incident is serious or unresolved, to the relevant Head of Year, Assistant Principal, School Psychologist/Counsellor, or Principal.

The school will take reasonable actions to develop plans and implement programs aimed at deterring bullying activities. At St Mary's the following anti-bullying plans and programs are mandatory:

- Integrated Pastoral Care program.
- Cybersafe workshops in pastoral care.
- Police Liaison Officer Presentation - Cybersafe/Protecting your personal identity online/cyber fingerprint.
- Anti-Bullying Week activities

CONSIDERATIONS:

- Brainstorm Productions - Mental Health and Cyberbullying
- Relationship Education
- Retreat Program
- Targeted Proactive Programs Years 7-10 (E.g. Unleashing Personal Potential)
- Data: The SRC will survey students at least once a year on various matters and include questions about bullying, cyberbullying, safety and wellbeing
- Anti-bullying policy review tool (Appendix E)
- Involving parents in the review of the anti-bullying policy through Family Connect
- Direct hyperlink on school portal to eSafety (Aus Gov site – GREAT)
- Making Anti-Bullying resources for students, staff and parents and easy access are available

Appendix C: School Bullying and Harassment Guidelines

Appendix D: Incident Management Response Flowchart to Cyber Safety and Online

SECTION C: Our Student Pastoral Support Data

Data-Informed Decision Making

The CES Engage Student Support System is the database all CES schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has the capacity to record minor and major behavioural incidents so that schools can make data-informed decisions about student support. It also has the capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

Data use for whole school behaviour plan

The College collects data which is analysed to look for trends in groups and individuals. Data informs interventions on individual students and assists in making decisions about the allocation of resources. Data collected includes:

- Responsible Thinking Process referrals
- Lunch Detention referrals
- Afterschool Detention referrals
- Student Wellbeing Support visits
- Guidance Counselling Contacts
- Student Suspensions (Engage)
- Drug and Weapon Incidents (Engage)
- Attendance (eMinerva and BI Tool)
- Student Protection Concerns (SPCMS)
- Academic Results (SRS)

Cohort data can reveal cultural behaviours that may be require alteration and therefore inform the decision-making process in determining suitable solutions. Monitoring data provides a measure to the success of interventions and justifies priorities that use the resources available to the College.

Relevant Cairns Catholic Education Policies
- CES Student Protection Processes
- Management of Drug-Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy
- Responding to Unacceptable Student Behaviour

Relevant Legislation that informs CCE Policies
- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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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 peers in class
5	Uniform Violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation – Minor	Student engages in non- serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property Misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete Tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

		MAJOR BEHAVIOURS	
	Descriptor	**Definition**	**Example**
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress, coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/ Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards
4	Defiance/ Non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson

8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or Possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/ False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat

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

Appendix B – Essential Skills of Classroom Management

The 10 Essential Skills for Classroom Management

The Foundation Behaviour Management Skills

Successful learning requires three core elements:
- Setting clear expectations,
- Acknowledging appropriate behaviour and
- Timely correction of inappropriate behaviour

No.	Skill	Definition
1	**Establishing Expectations** *'making rules'*	To clearly articulate and demonstrate the boundaries of pro-social behaviour
2	**Giving Instructions** *'telling students to do'*	To give a clear direction about what students are to do.
3	**Waiting and Scanning** *'stopping to assess what is happening'*	To wait and look at your students for 5-10 seconds after you give an instruction,
4	**Cueing with Parallel Acknowledgement** *'praising a particular student to prompt others'*	To acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5	**Body Language Encouraging** *'smiling, nodding, gesturing and moving near'*	To intentionally use your body gestures and facial expressions to encourage students to remain on-task. Positive feedback is included here.
6	**Descriptive Encouraging** *'praise describing behaviour'*	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7	**Selective Attending** *'not obviously reacting to certain behaviours'*	To deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8	**Redirecting the Learning** *'prompting on task behaviour'*	To respectfully confront the student who is off-task and disrupting others initially with a redirection to the learning. This can be verbal or non-verbal.
9	**Giving a Choice** *'describing the students options and likely consequences of their behaviour'*	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10	**Following Through** *'doing what you said you would'*	Resolute, planned action in the face of extended off-task behaviour, or ongoing disruptive behaviour that is seriously disturbing the learning environment.

Appendix C – Bullying / Harassment Guidelines

Date issued	March 2023
Replaces	
Review date	June 2024

Bullying / Harassment Guidelines

STATEMENT OF GUIDELINES

St Mary's Catholic College is committed to developing a harmonious, safe and just College environment that is free from bullying and/or harassment. We promote a safe school environment where students, parents and staff will be free from bullying and/or harassment. The College accepts responsibility to take direct action to prevent bullying/harassment behaviour and restore relationships where and when possible.

OBJECTIVE

The aim is to send a clear message to our community that bullying and/or harassment is not tolerated in our community. This guideline aims to deliver a clear and consistent message regarding the implications of bullying and harassment and achieve a safe and supportive environment for students, families, staff, volunteers and visitors.

DEFINITIONS

Bullying is the repetitive, intentional harm of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, sexual, electronic or emotional. Bullying can occur face-to-face, by exclusion or online.

Examples of bullying behaviour can include, but are not limited to the following:
- Verbal bullying – Name-calling; 'put-downs'; teasing comments about another person's appearance, or another's social, cultural or religious beliefs; threats; offensive acronyms; spreading malicious rumours; belittling others' abilities and achievements; negative references to family or ethnic background.
- Physical bullying – Hitting; poking; pushing; punching; kicking; tripping; spitting; invading personal space; stand over tactics; taking, hiding or damaging belongings; circulating offensive notes; offensive graffiti; non-verbal signs and gestures of intimation.
- Emotional bullying – Ignoring; excluding; ostracizing; alienating; influencing others not like to associate with them; controlling or dominating someone by withdrawing or threatening to withdraw friendship; pressuring others against their will – such as giving up possessions, money or requesting homework for copying or selling.
- Offensive electronic/text messages or emails; putting or posting offensive material on the internet or social media platforms (e.g. Facebook, Snapchat, Instagram); using a person's screen name to pretend to be them (setting up a fake account); sharing of inappropriate images, sexting; intentionally excluding others for an online group.
- Sexual bullying – Taunts about body parts and development; teasing about sexual orientation; unwanted/unsolicited sexual attention from another, notes or pictures depicting sexual content.

GUIDELINES

All members of the school community have a responsibility to respond to incidents of bullying and/or harassment:

The school commits to:

- Provide a supportive environment that encourages positive relationships between students, staff and parents
- Provide curriculum material that will help students in the development of social skills, positive relationships and resilience
- Provide counselling to students dealing with conflict resolution; to those both involved in the bullying behaviour
- Work in partnership with families and the wider community around positive relationships

PREVENTION MEASURES

The methods used by the College to discourage bullying will vary from time to time with new initiatives being introduced when appropriate. These include but are not limited to:

- Engaging students across all levels in anti-bullying programs with specific emphasis on bystander and responsible reporting programs
- Including anti-bullying messages in the Wellbeing & Health curriculum
- Promoting a bully-free environment in assemblies, pastoral groups, social-emotional learning lessons, year-level meetings and house assemblies
- Printing Anti-Bullying and Student Protection Posters for accessibility in the College classrooms and College website
- Work with our College Counsellors who have specialist skills in helping both targets and perpetrators of bullying
- Ensuring effective pastoral support of students through appointments of Head of Year and Assistant Principals' Junior and Senior Wellbeing
- Having a school email address for students to report bullying to staff – "Bullymail" - bullymail@smcc.qld.edu.au
- Encourage students to "speak up" when they see bullying/harassment behaviour with a presentation to all students
- Using an appropriate range of interventions and sanctions applicable to the age group and the situation to deal with and discourage bullying behaviour
- Providing consequences to students who continue to repeatedly use racial, homophobic, misogynistic and discriminatory language and gestures even if it's meant to be in a friendly or jovial manner
- Monitoring staff and parent use of language whilst engaged in School activities to ensure that racial, homophobic, misogynistic and discriminatory language is not used
- Educating Parents and Staff on the differences between anti-social or negative behaviours and bullying
- Encouraging staff to adopt classroom management techniques that discourage opportunities of bullying behaviour
- Training staff to detect bullying behaviours
- Encouraging staff to actively supervise whilst on duty so that there is a pervasive sense of staff presence
- Emphasising anti-bullying guidelines during new staff inductions
- Reviewing the College's *Anti-Bullying Guidelines* periodically, in order to ensure it remains effective and relevant

RESPONSE

An incident of bullying reported by a student, parent, visitor or member of staff will require intervention. Bullying/harassment consequences can include bystanders, perpetrators or association.

Guidelines:
1. Bullying/harassment is alleged and reported to a staff member.
2. Information is gathered regarding the report
3. Parents or Carers are informed
4. Response to the bullying will be based on the Behaviour Management Support Continuum
5. Restorative Practice
    a. Reflection of behaviour
    b. Depending on the nature and severity consequences could include detentions or suspensions from the College
6. Counselling and other supports will be utilised to support student/s
7. Repeated and ongoing bullying/harassment will result in consultation with the College Principal and/or Catholic Education Services

Appendix A: Incident Record Proforma

References

Anti-Discrimination Act 1991 (Qld)
Disability Discrimination Act 1992 (Commonwealth)
Workplace Gender Equity Act (Commonwealth)
Australian Human Rights Commission Act 1986 (Commonwealth)
Racial Discrimination Act 1975 (Commonwealth)
Sex Discrimination Act 1984 (Commonwealth)

Anti-Bullying Alliance, (2023), Anti-Bullying Definitions, Accessed on March 29, 2023. https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition

Bullying. No Way! (2023), National Day Against Bullying, Accessed on March 29, 2023. https://bullyingnoway.gov.au/

Bully Zero. (2023), National Bullying Prevention Week, Accessed March 29, 2023. https://www.bullyzero.org.au/

Numerous state and non-government Australian school policies were also accessed.