

St Michael's College

School Student Behaviour Support Plan



This St Michael's College Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective, and students can participate positively within our college community.

The Student Behaviour Support Plan has been developed to clearly outline the way in which St Michael's College follows the published Brisbane Catholic Education Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines.

School Mission and Vision - Teach Challenge Transform

Our **mission** is to nurture life-long learning in a friendly, harmonious, Catholic, Christian community.

Our **vision** for St Michael's College is to create a community of faith, a community of learning and a community of care.

A Community of Faith

The way of Jesus guides all in our school community to live in right relationship with God, one another, the wider community and all of creation. We are called to grow in understanding of our Catholic beliefs and traditions, develop spiritual awareness and to live and promote Gospel values.

A Community of Learning

We aspire to develop each individual's potential to become a self-directed and responsible learner of the twenty first century. Through encouragement to strive for excellence and provision of contemporary programs, we promote lifelong learning that nurtures the spiritual, social, emotional, intellectual and physical growth of all.

A Community of Care

We support, encourage, challenge, affirm, and protect one another. We actively pursue harmonious relationships, which respect the safety and dignity of each individual and strengthen the bonds between all those within our community. We embrace justice, compassion and wisdom to build life-giving relationships in our community.

Our **values**, centred in Christ are Belonging, Excellence & Love.

Belonging

Forming a connected and inclusive community.

Excellence

Excellence in Learning & Teaching and relationships.

Love

Love of self; love of neighbour and love of god.

Our School Context

St Michael's College, Merrimac is a co-educational school, with approximately 890 students currently enrolled. The community of St Michael's College has students from Year Seven to Twelve who come from diverse backgrounds. Enrolments come from the three Catholic Primary schools in the area; St Vincent's Primary School at Clear Island Waters, St Kevin's Primary at Benowa and St Brigid's Primary at Nerang. Star of the Sea School has also recently opened and will become a feeder school as it grows. St Michael's College also accepts enrolments from ten other local schools. Geographically, students come from as far North as Gaven, as far West as Gilston and the Hinterland communities, as far South as Currumbin and East to Broadbeach, encompassing semi-rural, suburban and tourist areas.

The State Emergency Service number for St Michael's College is 96 (from a range of 80 to 123) and approximately twelve per cent of our families are on fee concessions. We try to support participation of families in the life of the Church through our partnership with the Surfer's Paradise Parish. Our dedicated College staff includes teaching staff (includes specialist teachers, support teachers and members of the leadership team), school officers, and Guidance Counsellors.

St Michael's College is located on the sacred lands of the Kombumerri clan of the Yugambah people.

Consultation and Review Process

The College Leadership Team drafted the plan based on the Brisbane Catholic Education template. In this process feedback was sought from:

- Pastoral Leaders Team
- Whole Staff Community
- College Board

The plan is reviewed every 2 years with a high-level check performed annually.

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.

Our Student Behaviour Support Framework is student-centered and has at its core a philosophy of support for students in their journey through secondary school. We have a strong emphasis on quality relationships, which are nurtured in the classroom and in the many extra-curricular activities offered to our students and supported by our staff.

St Michael's College provides a supportive and inclusive approach to teaching and learning. We respond by meeting the needs of our students and by providing excellent learning and teaching experiences in a safe and supportive environment. We are grounded in the Catholic faith and maintain the Brisbane Catholic Education values of excellence, integrity, justice and hope.

When students require additional support our Pastoral team, spearheaded by our Heads of Year, use restorative practices to ensure the student is offered appropriate support in reflecting on their situation and choosing alternate actions in the future.

The comprehensive pastoral structures at St Michael's College are framed in our Student Behaviour Support Policy and Pastoral programs, and underpinned by the Positive Behaviour for Learning (PB4L) framework. The framework consists of four major components: outcomes, systems, practices and

data. PB4L is referred to as “a broad range of systemic and individualised strategies for achieving important social and learning outcomes” (Sugai & Horner, 2002). PB4L is a product of specialised research conducted by the U.S. Office of Special Education Programs with a specific focus on prevention with the use of Positive Behavioural Interventions and Supports. St Michael’s College is committed to developing a positive school culture to support productive student behaviour and promote effective learning experiences.

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

RTP – Supporting Learning & Teaching in the Classroom

The Responsible Thinking Process (RTP) assists students to look within themselves and make decisions about their choices. Students are encouraged to develop their values and work towards making decisions to achieve the standards they want for themselves whilst upholding the values of the College.

Perceptual Control Theory (PCT) is the theoretical framework that supports RTP. **PCT teaches that all individuals are control systems. Individuals are designed to control their perceptions.** Behaviours are what individuals use to control those perceptions. It teaches that individuals are responsible for how they create their own lives through the behaviours they choose to foster in themselves.

Students are required to follow the rules established in the classroom. These rules are based on the fundamental principles that **all students have a right to learn and no other student has the right to disrupt this.** Students who do not wish to follow these rules are not allowed to stay where they are breaking the rules. They report to the Responsible Thinking Classroom (RTC) where they are permitted to sit quietly and take the time to look within themselves, think through how they want to be and create the answers to write a successful plan for their return to the learning area. This process should not be hurried. Students should have the chance to quietly reflect and undergo the process of reorganisation. As students struggle for potential solutions, they may be given assistance by RTC Teachers. The focus is on helping the student build belief in themselves and plan how they can live in harmony within the various environments in which they find themselves. When students are successful in this struggle it builds their self-belief and they realise that they can control their perceptions by controlling their behaviour.

Once the student decides to follow the rules they can return to the classroom and demonstrate their commitment. To do this, students need to successfully negotiate their Plan with the classroom teacher. **This negotiation is the crucial component in the RTP, and it is where it becomes apparent that RTP is as much about relationships as it is about policies and procedures.**

When teachers view their students as control mechanisms with their own hierarchy of wants, it directly impacts on how they relate to their students. Teachers that believe in the fundamental principles of PCT recognise that working with a disruptive student in a genuine attempt to reach agreement demonstrates respect for that individual and communicates the message that their education is the teacher’s concern but the student’s responsibility.

The teacher should not be perceived as someone trying to control the student. Rather the teacher should be perceived by the student as someone who helps them when they are ready to re-organise. The teacher does this primarily by asking questions that suggest avenues of thought for dealing with their conflicts. The teacher recognizes that student actions are their attempt to correct the difference between what they want and how they perceive they are going and that behaviour only truly changes if an individual’s wants and/or perceptions change.

The essential procedures are as follows:

A student disrupting another student is cautioned by being asked a series of questions, with a further disruption requiring them to refer to the RTC. Here the student considers their choices and

completes a Plan. The Plan is negotiated with their teacher. The student may be given the opportunity to negotiate during lesson time on 'Probation'. If they fail 'Probation' they must return to the RTC, complete another Plan and negotiate both Plans in their 'Own Time'.

After three lessons in the RTC for a single referral the student's parents are emailed by the RTC; after six lessons the Head of Department is notified and after nine lessons the Assistant Principal (Learning & Development) may ask parents to attend a Learning Support Meeting.

Four referrals in a term will trigger a letter to parents from the RTC Coordinator and after eight referrals the Year Level Leader may contact the parents. This is generally followed up with a Student Support Meeting where the student is asked to consider their goals and how they can be supported in achieving them.

RTP Questions:

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

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

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

- *What are you doing? (as per above)*
- *What did you say would happen the next time you disrupted?* This question reminds the student of the consequences they articulated earlier and that in fact, now those consequences will come to pass.

Everyone at St Michael's College, that is the Leadership Team, teachers and students, should be held accountable for respecting the rights of others. Students need to be taught this skill. This is how the Responsible Thinking Process works. Punishment and rewards do not teach people to think, they are only a method of control.

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)

Diagram
Support:
OSEP
Supports,

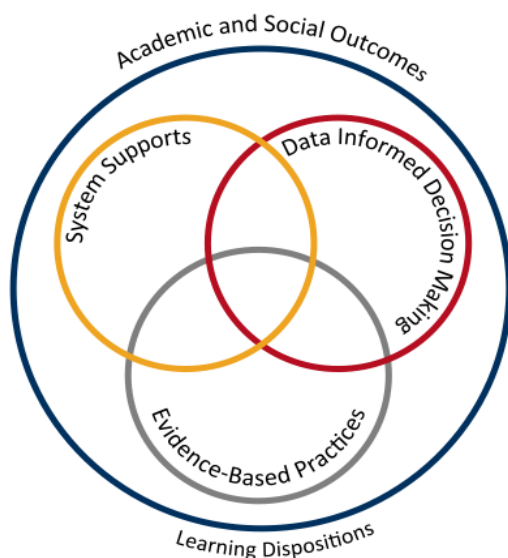


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Continuum of support and key features

An important component of 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:

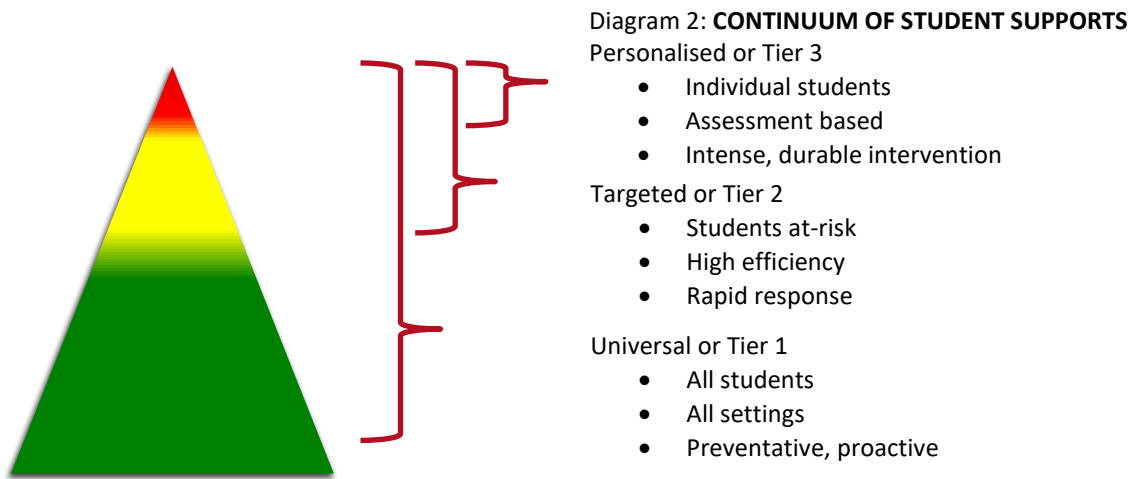
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

St Michael's College's Student Support is founded on the practices of the Responsible Thinking Process (RTP) and PB4L. Within the classroom, to support teaching and learning, the Responsible thinking Process is used. For matters outside of the classroom that require further support, PB4L is used.

The St Michael's College Student Behaviour Support leadership structure consists of role holders such as Teachers, Support Teachers, Heads of Year, Curriculum Leaders, Guidance Counsellor and the College Leadership Team.

The College Pastoral Team is comprised of key staff who have engaged in professional learning to build capacity with the implementation of PB4L. The Pastoral Team members include the Heads of Year, the Head of Learning & Teaching, Head of Future Pathways, Guidance Counsellor, Assistant Principal Engagement and the Deputy Principal.

Fortnightly meetings are conducted and are facilitated by the Assistant Principal Engagement who records the meeting minutes. A proactive approach is promoted through consultation and collaboration to regularly analyse Engage Student Support System data in identifying, managing and implementing student support structures required around such issues as absenteeism, behavioural, motivational, achievement and learning issues and social- emotional issues.

All College staff are committed to supporting and meeting the needs of the students. Staff professional development is consistently employed and evolving to include Responsible Thinking Process (RTP), Restorative Justice practices, digital literacy and current issues facing our students eg Generation Next presentations. This development and engagement of staff builds capacity in the implementation of our school-wide programs.

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 Respectful
- Be Responsible
- Be Safe
- Be a Learner

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.

For the respect and safety of our students each teacher will:

- show respect and courtesy towards students, colleagues, families and the community
- maintain a safe learning environment that aligns with BCE Code of Conduct, Privacy and Student Protection policies
- report Code of Conduct Privacy and Student Protection breaches.
- show responsibility for the delivery of Excellent Learning and Teaching
- demonstrate the BCE Model of Pedagogy as part of their practice
- engage in professional learning

We are Respectful

- We listen to each other
- We speak positively and politely
- Accept the differences of others and show compassion and understanding to all.
- We are honest and trustworthy in our interactions.
- We are kind and inclusive in our thoughts, words and actions.
- We follow teacher instructions
- We care for others property and College property.
- We follow College uniform expectations
- We honour and respect the environment by picking up our rubbish.
- We use respectful language
- We are welcoming
- We honour the significance of the occasion- Assemblies, Mass, Liturgies, Reflection Days, Camps and Retreats.

We are Responsible

- We set personal goals for ourselves
- We honour our commitments to the College and community
- We practice self-control
- We take ownership of our actions
- We take time to reflect and learn from our actions
- We are courageous and take responsible risks
- We are upstanders, not bystanders
- We are compassionate towards ourselves and others
- We take responsibility for our choices.

We are Safe

- We report safety breaches / concerns
- We follow the College's hands off policy
- We protect the privacy of ourselves and others
- We obtain student, parent and College consent before we share student or staff images online
- We use all technology appropriately
- We do not use our mobile phones during class time unless we have been given permission to do so by the teacher.

We are Learners

- We allow students the opportunity to learn and teachers to teach
- We set learning goals and understand what we need to do to reach them
- We participate, collaborate and relate
- We complete assigned work
- We strive to reach our potential
- We take personal responsibility for learning by participating and co-operating in class
- We organise our time
- We show respect and courtesy towards College staff, students and visitors
- We are punctual and arrive to class with all materials required for learning
- We show commitment and College spirit
- We follow classroom expectations
- We learn from our mistakes and engage in restorative and RTP practices.

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 orientation activities and programs
- School camps and Spirituality days
- Educative programs including social and emotional health, peer relationships and resilience
- Digital literacy and intelligence
- Daily Pastoral Care time and Personal Development program
- Time built into orientation program and the first weeks of school to educate students around expectations, programs, time management and learning and self-management strategies to facilitate and promote success
- Assemblies – Whole school, House and Year Level
- New student orientation as needed
- Student and senior leaders supporting younger peers through Mentor Mates buddy program and Peer Skills program.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

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

Whole school practices that encourage expected behaviours:	Classroom practices that encourage expected behaviours:
Foundation Day Awards	Public display of work (classrooms, library, walkways in staffroom)
Scientia Awards	Praise/Encouragement (Verbal/Written)
Newsletter – Every three weeks	Academic Tracker positive emails
Announcements on College Website/Facebook	Phone calls, emails or communication to parents (letters sent home)
Recognition of positive contributions at whole College assemblies and Year Level assemblies	
Celebrating You” College postcards	

Tier 2 Targeted Supports:

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

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

The evidence-based targeted supports currently available for students in the school include: *The Responsible Thinking Process (See RTP Section)*

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

- Restorative Justice Processes

Restorative Practice is a relational approach to school life grounded in beliefs around dignity, positive relationships and building a conflict competent culture within our whole community. It is by building and maintaining positive, respectful relationships within a school, staff to staff, staff to student and student to student that we fully embrace our Catholicity and of being in community with each other. We have a critical role in forming future citizens, and when schools teach and model restorative ways of handling conflict and wrongdoing, they contribute significantly to the creation of a more peaceful, humane, and democratic society.

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based 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 Pastoral Mentoring Program

The core of Check and Connect is a regular 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 Mentoring

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.

- Method of Shared Concern

The Method of Shared Concern is **a non-punitive multi-stage strategy that addresses group bullying**. It facilitates the emergence of a solution to a bully/target problem through the use of a series of interviews and discussions with the parties involved.

- Accessing the assistance of outside support agencies

Engaging outside support agencies.

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:

- Student Support Meetings (RTP)
- Support Plans – Attendance/Academic/Pastoral/Behaviour
- Round Tables
- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Functional Behaviour Assessment
- Coping and Resilience Plans
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellors)
- Wrap Around with outside agencies
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Intensive 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
<ul style="list-style-type: none"> • Supervised calm either within the RTC or Student Services • RTP Questions • Set limits • Individual crisis support and/or safety management plan 	<ul style="list-style-type: none"> • Teacher conversation • Work it out together plan • Teacher and student conversation • Teacher/student/parent meeting • Teacher/student/leadership conversation • Method of Shared • Concern Conference 	<ul style="list-style-type: none"> • Student apology and recognition of error • Responsible Thinking Plan to reflect on actions and make plan for changes • Student contributes back to the class or school community • Restorative conversation between stakeholders • Restorative Justice conference

In addition, de-escalation crisis prevention and support strategies may include productive pedagogy to engage students, knowing our students and their triggers.

Behaviour Support Strategies in Response to Inappropriate Behaviours

Tier 1	
All Staff	
Possible Behaviours	Possible Responses
<ul style="list-style-type: none"> • Ignoring instructions and direction. • Disrespectful language or gestures. • Lateness to class. • Absence for part of a lesson. • Swearing. • Uniform/hat/jewellery transgressions. • Playing in inappropriate areas. • Disrespect for school resources. • Disruption of teaching and learning environment (calling out interrupting). • Misuse of technology. 	<ul style="list-style-type: none"> • Refer student to the Responsible Thinking Classroom (RTC). • Verbal negotiation. • Consultation and reflection with teacher. • Contact home by teacher (Academic Tracker). • Classroom teachers to establish expectations and behaviour support strategies. • Student Support Meeting
Tier 2	
Heads of Year / Curriculum Heads	
Possible Behaviours	Possible Responses
<ul style="list-style-type: none"> • Repeated inappropriate use of technology (including school internet, mobile phones and other electronic devices) • Repeated Tier 1 Behaviours • Peer Conflict • Continued behavioural challenges • Continued failure to meet subject requirements • Late or non-submission of assessment / plagiarism • Filming of student interaction/activities without teacher permission • Stealing • Truancy • Fighting • Self-harm • School avoidance • Physical and/or verbal aggression toward students and staff • Smoking / Vaping • Intimidation and/or harassment of staff (including through the use of technology) • Accessing pornography • Vandalism • Sexual harassment/misconduct • Inappropriate digital/electronic content • Bystander to unsafe behaviours 	<ul style="list-style-type: none"> • Reestablishment of expectations • Verbal warning • Consequence determined by appropriate Middle Leader • Subject requirements – Curriculum Leader liaises with Pastoral Leader then contacts home • Behaviour concerns • Pastoral Leader to contact home • Meet with parent • Middle Leader notifies the CLT via direct line manager • Withdrawal from playground during breaks • Community Service • Referral for assessment and support from specialist staff Individual Behaviour Support Plan • Parent/carer contact / Meeting • Pastoral Support Tutorial • Restorative conference

<ul style="list-style-type: none"> • All forms of bullying such as repeated name calling, teasing, ostracising, derogatory comments(including in person, through technology and social media) • Strong verbal abuse or threats towards students and staff • Dangerous or unsafe behaviour 	
Tier 3	
Leadership	
Possible Behaviours	Possible Responses
<ul style="list-style-type: none"> • Repeated Tier 2 Behaviours • Possession of drugs • Supply of drugs • Drug Use • Possession of a weapon • Use of a weapon • Disseminating pornographic material. • Physical intimidation of students and teachers • Extremely abusive or obscene behaviour with intent to harm or intimidate • Persistent school refusal • Bullying, Harassment, Violence 	<ul style="list-style-type: none"> • Establishment of expectations • Contact home by a member of the CLT • Meeting with parents/carers • Behaviour contract • Internal suspension • External suspension • Police notification • Recommendation for exclusion. • Area Supervisor notification.

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5. BCE Formal Sanctions

St Michael's College Student Behaviour Support Plan is underpinned by Brisbane Catholic Education's Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines (2017). It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate.

- Detention
- Community Service
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

Detention process at St Michael's College

A detention is any period when a student is:

- Required to remain at the College, in a particular location or in an activity, in 'non-class' time, such as breaks, recreation time, after school, or non-school days."
- "Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (e.g. time-out)

Only Heads of Year and members of the College Leadership Team can allocate a detention. The following principles are considered:

- It is an appropriate method of responding to the behaviour.
- Parent contacted and informed of detention followed up with an email indicating what the detention is for, the day and time of the detention and person/s supervising the detention.
- The student's safety and welfare needs are being addressed in that the student is given appropriate access to food, drink and toileting facilities.

Appropriate information is recorded in the Student Behaviour Support System (ENGAGE) (Brisbane Catholic Education's, *Student Behaviour Support: Guidelines, Regulations and Procedures*, 2017, p.31)

Community Service at St Michael's College

'Community Service' is a period of time in which the student is required to complete tasks that address behaviours that have impacted upon the community. Only members of the College Leadership or Pastoral Team can allocate Community Service.

For a student to receive Community Service there must be alignment with the behaviour that they demonstrated, such as damage to school or another student's property, and the consequence. This implies that the student, and the parents if applicable, are involved in the process of determining what constitutes as a suitable 'Community Service' task.

The parent/s are contacted and informed of community service and followed up with an email indicating what the community service is for, the day/s, time and person/s supervising the detention.

Suspension process at St Michael's College

A suspension is the temporary, full-time or part-time withdrawal of a student's right to attend the College and related functions for a defined period of time. It is our hope that the College staff and parents/caregivers will work together, with the aim of assisting a suspended student to re-join the College community as quickly as possible.

The decision to suspend a student can only be made by the College Principal or their delegate and will be used only when other available measures have been implemented without success, or where the situation is serious, or demands an immediate response. The College, the student and their parents/caregivers will use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

According to Brisbane Catholic Education's *Student Behaviour Support – Guidelines, Regulations and Procedures* the Principal or their delegate may suspend full-time or part-time, a student from the College for a period of up to ten (10) school days.

A suspension could be in school (internal) or out of school (external). The College will determine if a suspension is internal or external.

The Principal or their delegate may suspend a student, where behaviour includes the following:

- *Persistent non-compliance*: Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse.
- *Persistent disruption*: Students who persistently disrupt and prevent the learning and teaching of others; and
- *Breach of the College's Student Behaviour Support Plan*: Students who seriously breach the expected rules outlined in this Plan.

Immediate Suspension

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. Principals may immediately suspend any student whose behaviour includes (but is not limited to):

- Possession of alcohol or a suspected illegal drug: schools must be places that are free of illegal drugs. Suspension may occur immediately if the student alleges the substance to be an illegal drug or alcohol or it is confirmed as illegal. The matter is to be referred to the police
- Violence or threat of serious physical violence: any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with BCE's Student Protection Processes
- Concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes
- Possession of a weapon or knife: any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter is to be reported to the police
- Verbal abuse: Principals are to take developmentally appropriate expectations into account in relation to verbal abuse by a student

The Purpose of Suspension

The purpose of suspension is to:

- Signal that the student's unproductive behaviour is not acceptable
- Allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- Allow time to negotiate some goals that the student will work towards, with support, on their return to school
- Ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school

A suspension may occur if the Principal or their delegate has:

- Ensured that appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that appropriate support personnel available, within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension

Guidelines for a Suspension

- A student shall be suspended for the shortest time that the College deems necessary
- Indefinite suspension, where a student is continually re-suspended for the maximum period will not occur
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspensions should not exceed more than ten (10) school days
- By mutually-agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program

Suspension Communication

(1) Suspension decision

The Principal / Principal's delegate will inform the student and families of the grounds on which the decision to suspend has been made. The student and family will then be given the opportunity to respond. The conditions relating to the suspension should be discussed with the family, and their responses taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

(2) Notification to families for a day or more suspension options

A student may not be sent out of school before the end of the school day without the family being notified, and, if necessary, agreement reached about arrangements for collecting the student from school.

Notification takes place by phone to a member of the family, who is notified of the suspension followed up with using the suspension letter generated in the Engage Student Support System, emailed. Notification takes place by email to alert the family to the suspension if the phone call has been unsuccessful.

Written suspension notification has the following:

- Indicates the reasons for the suspension
- Advises the length of the suspension, the start date and time, the expected return date
- Outlines the responsibility of the family for the care and safety of the student who is under suspension, and the expectation that the student will continue with their own studies while suspended and away from the school
- Indicates the importance of the family working cooperatively with the school in resolving the matter
- Requests a re-entry discussion with the student and their family
- Refer families to the school's published student behaviour support plan
- Include details of the right to appeal of the student and family as outlined below

Other Points Regarding Suspension

- While a student is suspended from school (out-of-school suspension), families have responsibility for their child
- Families need to know that their child may not attend school or school-related functions
- Families have a responsibility to provide appropriate supervision

- In a situation where families refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal is to inform the Senior Leader
- The student may not attend the College or school-related functions unless otherwise arranged by the Principal or their delegate
- Students attending special programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended

Accountability Requirements

Processes associated with suspension are often subject to scrutiny. It is therefore important that all processes are carried out in a way that conforms, with accuracy and attention to the following:

- A suspension record is to be completed in the Engage Student Support System Suspension Register for each student who has been suspended
- In the Engage Student Support System there are different types of suspensions recorded: 1 to 2- day suspensions, 3 to 10-day suspensions and suspensions of more than 10 days. Where it is a suspension of less than 1 day, a note in the Engage Student Support System will suffice
- Any single suspension cannot exceed ten (10) school days without being referred to the Director - School Services, through the Senior Leader - Learning and Identity
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension should not span more than ten (10) school days in total
- It is recommended that schools provide appropriate schoolwork for the duration of the suspension
- By mutually agreeable arrangements, a student who is suspended may attend an alternative education program
- Indefinite suspension, where the student is continually re-suspended is not acceptable.

'Return to School' Interview or Suspension Re-entry

As part of the return to school process, the Principal or authorised delegate will organise a conversation with the student and the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school. The aims of this conversation are to:

- Ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction
- Encourage a mutually supportive position between the school, the student, and the student's family for the response that the school is taking
- Outline the return to school plan, goals, and follow-up evaluation for the student's return to school.

The return to school meeting occurs before the student's return to classes, and will take place in the school, facilitated by the Principal/Principals delegate. In circumstances where a family member is unable to attend the school in person, a TEAMS conference is adequate. In instances where there has been a problematic relationship between the family and the school, the Principal may find it beneficial to call upon a third party such as the Senior Leader, Deputy Principal, Assistant Principal, Guidance Counsellor Head of Engagement, to facilitate the meeting.

If, despite the school's requests, families are unwilling to attend a return to school meeting, the Principal/delegate should refer the matter to the Senior Leader. Alternative options may need to be considered to facilitate the student's return to school.

Alternatively, the Principal, together with the Senior Leader and in consultation with the Director-School Services, may consider further options.

Students attending special programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. The school, the family, and the training provider will determine this. The determination should occur before the student is next due to attend the program.

Negotiated Change of School at St Michael's College

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs.

In this situation the Principal will provide the parents/care/givers with an opportunity to discuss the implications of the negotiated change of school, and provide information about why the change is being proposed. This will be done at a face-to-face meeting involving student and their family.

Exclusion from St Michael's College

Exclusion is the full-time withdrawal of a student's right to attend St Michael's College and related functions, on the authority of the Executive Director. Exclusion from the College does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

Exclusion for serious non-compliant behaviours will be considered only as a last resort because of the serious long-term consequences for the student and the family. Students will not normally be excluded unless a clearly documented range of intervention strategies have been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example, through a Functional Behaviour Assessment. The College is aware of the legal and equity issues applying to the exclusion of marginalised students and students in Care of the State.

The Executive Director may approve a recommendation for exclusion where there is evidence that the College has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans. The exception is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted because it seriously interferes with the safety and wellbeing of other students or staff
- Remove the student from an established environment in which inappropriate behaviour patterns have become entrenched
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs; and
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student

Process for Appeals

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension or recommended exclusion to:

- The Principal, for a suspension that is less than three days
- The Area Supervisor, for a suspension longer than three days
- The Executive Director, for the exclusion of a student from a Brisbane Catholic Education School

Note:

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend or exclude the student.

Appeals must be in writing, stating the grounds on which the appeal is being made. Access to the appropriate paperwork and assistance to complete the paperwork will be provided, if necessary. If the appeal is successful, the relevant parties will engage in respectful communication, identifying the strategies to re-instate the student's enrolment.

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

St Michael's College with the support of parents, the wider community, and our young people, take proactive and preventative action to put a stop to bullying and harassment happening.

Brisbane Catholic Education promotes and aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody.

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, is addressed at St Michael's College. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Assistant Principal/Deputy Principal and/or Principal and be responded to in line with BCE Student Protection processes.

St Michael's College and Brisbane Catholic Education take the issue of bullying and cyber safety very seriously. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community. Through our PB4L system we establish a climate of respectful relationships where bullying or harassing behaviours are not tolerated and cannot flourish. Anti-bullying messages are incorporated into the curriculum area each year, including supportive by-stander behaviour and training, and all incidents recorded in the Student Behaviour Support System.

St Michael's College has developed clear procedural steps for responding to bullying/harassment incidents to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviours – through intervention, calm discussions with all involved which state clearly that the behaviour must cease, teaching and modelling of productive behaviours, restorative practices, personnel resourcing and mediation
- React to the incident in a reasonable, proportionate and consistent manner
- Protect the student who has experienced the behaviour and provide appropriate support through referral to the guidance counsellors, in-class support, buddy systems and personnel

resourcing on duty Ensure there is a positive outcome by following up after the incident and that relationships are restored for all

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).”

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

Definition for Teachers, Parents / Carers and Senior Students:

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

- Cyber bullying refers to bullying through information and communication technologies.
- Conflict or fights between equals and single incidents are not defined as bullying.
- Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

For use with younger students (Year 7):

Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them. Although it isn't nice if someone says or does something mean to someone else, we don't necessarily call that bullying. It also isn't bullying if children of the same age have a one-off argument.

For use Middle school (Year 8-10):

Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them. Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't considered bullying. A fight or disagreement between students of equal power or status isn't considered bullying.

What is NOT Bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual conflict** which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- **Single-episode** acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others

Conflict

Conflict is a mutual disagreement, argument or dispute between people where no one has a significant power advantage and both feel equally aggrieved.

- Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggression or bullying
- Conflict can be a precursor to bullying where there are instances of repeated conflict and where the balance of power changes

At St Michael's College, we provide an educative process regarding bullying for all stakeholders - parents, staff and students. This will be achieved via professional development, newsletters, classroom lessons, etc. We enhance social and emotional understandings and competencies using a whole school approach – Bullying No Way. We encourage students, parents and staff to report instances of bullying behaviour to the Heads of Year or via the "Upstander Tile". We investigate all reported incidents of bullying for the purpose of clarification and to follow up with support and intervention if necessary. We record incidents of confirmed bullying behaviour in the Engage database.

2. Teaching about Bullying and Harassment

At St Michael's College, staff plan, teach and assess using the approved curriculum (ACARA - including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

We also use the Daniel Morcombe Safety Programme/curriculum to teach Protective Behaviours. · Bullying No Way and EdGov which enhances social and emotional understanding and competencies, teaches resilience and positive behaviours. This is taught from Year 7 to Year 12.

Supportive bystander behaviours are taught through the Personal Enrichment Program, with a focus on safety and responsibility when reporting incidents of bullying. There is a school-wide emphasis on developing positive relationships and the following action plan for students is developed.

What should a parent do if their child tells them they are being bullied?

- Help your child to identify the bullying behaviour and ask them:
 - What has been happening?
 - Who has been involved?
 - Where have the incident occurred?
 - Has anyone else seen the bullying behaviour?

Parents can discuss some immediate strategies. Make a plan, or encourage them to:

- Stay calm.
- Tell the bully to stop.
- Move away from the situation.
- Talk to someone you trust about what has happened, for example a parent/carer, teacher or friend and get them to help you to take the right steps to stop the bullying. When talking about what has happened, student should ensure they tell them:
 - What the person has been doing.
 - Who was involved.
 - Where have the incident occurred.
 - Who else has seen the bullying behaviour.
 - How often has it happened.
 - What has been done already to try and stop it.
- Keep on talking until someone listens and the bullying stops.
- Not to blame themselves for what is happening.
- Report the bullying via the UpStander App on the Student Portal.

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

If a student sees someone being bullied (or witness' it online), students should ensure they remain safe and choose their response to match the situation.

- Speak up and let the person doing the bullying know that what they are doing is bullying.
- Refuse to join in with the bullying and walk away.
- Help the student who is being bullied to ask for help.
- Ask a teacher or support person for help.
- Report what happened either by speaking to a teacher, Head of Engagement or through the UpStander App.

3. Responding to Bullying and Harassment

Investigating Potential Bullying

When an investigation about bullying is required, the following procedures will be followed:

Initial Incident

At St Michael's College, we adopt a restorative approach and process in the first instance. Those involved, will be interviewed by a member of the Pastoral Team (Head of Engagement) and made aware of the suspected bullying and the school's anti-bullying position. Students will be given the opportunity to give their side of the story and will be asked to complete an incident report.

At this stage, there might not be any consequences and an educative conversation with the student regarding respectful and right behaviours followed by a restorative session with those involved facilitated by the Head of Engagement. The incident, if deemed not to be bullying, will be tracked according to the Behaviour Support Plan.

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences.

Further Incidents

If further bullying is reported, leadership team members may choose to use the following methods with the children involved:

- Mediation through Restorative processes
- Individual counselling
- Method of shared concern
- Withdrawal
- Safety Planning
- Suspension

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on the Student Behaviour System.

Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. Members of the School Leadership Team, Head of Engagement or Guidance Counsellor or Support Teacher – Special Needs may be involved in formulating this action plan.

Support for the target and perpetrator

We support the **target** in the following ways:

- Offering them an immediate opportunity to talk about the experience with their Head of Engagement, Counsellor or member of administration
- Informing the child's parents
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child (Rock & Water)
- Offering continued support and encouraging immediate reporting of incidents
- Taking necessary actions to prevent more bullying
- Providing parents with appropriate support including information about strategies and actions that can be used at home, how to support their children and their children's school's efforts to reducing bullying
- If applicable creation of a safety plan or behaviour, wellbeing and risk assessment plan.

We support the **perpetrator** in the following ways:

- Talking immediately with their Pastoral Teacher or Head of Engagement, or member of administration about what has happened and the behaviours the child has been displaying
- Informing the child's parents
- Continuing to monitor the child's behaviour and offering appropriate support
- Working out a behaviour plan or playground plan for some students, to keep everyone safe that may include removal from the playground
- Running programs that help students display appropriate behaviour (class, small group or individual)

- Having special meetings (with an emphasis on restoring relationships to work things out with the involved students)
- Having students complete classroom tasks about bullying in school subjects
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour (see Behaviour Matrix) including detention, suspension or making recommendation for exclusion to students who bully others

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

In summary, the St Michael's College team process is:

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

4. Preventing Bullying and Harassment

At St Michael's College, we plan for and execute a safe, supportive and inclusive school to prevent bullying and harassment through:

Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Regular PB4L focus areas regarding what bullying is and how we deal with it is an example of this

Staff communication and professional learning: Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Professional Learning Staff Meetings are evident in the St Michael’s College Professional Learning Plan

School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Parent, student and staff sessions are provided annually and on a needs basis by the Queensland Police Service through the Think U Know Program

New and casual staff are informed about our school’s approaches and strategies to prevent and respond to student bullying behaviour through the Induction of new staff processes

Communication with parents: Our school provides 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. Examples of these communication methods include the QPS Think U Know Program, Newsletter articles, and Facebook, Posts with a range of topics from Cyber-safety issues to ‘What to do if your child is being bullied’ articles emailed and School TV

Promotion of social and emotional competencies among students: Students engage in a range of programs to meet the needs of a particular group of students. Often supported by the Guidance Counsellor, Pastoral and PEP Teachers guide students through a series of sessions relating social and emotional needs.

Whole school programs to prevent and address bullying at Michael’s College include:

- National Day against Bullying and Violence (Bullying No Way!)
- Harmony Day
- International Day against Homophobia, Biphobia, Intersex Phobia, Transphobia
- R U OK Day
- Content for newsletters from School TV: Parenting Ideas
- Regular correspondence to parents from Guidance Team (Wellness Program)
- World Mental Health Day
- National Make a Difference Day
- World Kindness Day
- International Day for the Elimination of Violence Against Women
- Think U Know Program

Key contacts for students and parents to report bullying

Year 7	Ian Roberts
Year 8	Allan Wyper
Year 9	Natasha Stenta
Year 10	Tatum Summers
Year 11	Pieta Laffranchi
Year 12	Kristy Smythe
Assistant Principal Engagement	Daniel Hughes

Contact Phone number: 55254000

Cyberbullying

Cyberbullying is treated at St Michael'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](#).

Cyber bullying is when a student or group of students intentionally harm a person over time using information and communication technology (ICT), such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages towards a person or people who cannot stop this bullying from continuing.

At St Michael's College, we respond to incidents of cyber bullying and harassment in exactly the same way using the same process as outlined in the section Responding to Bullying and Harassment of this School Student Behaviour Support Plan.

Tips on how a student handle cyberbullying

- Tell a parent, teacher or other trusted adult – don't stay silent and hope it will go away.
- Save, store, screenshot emails, chat logs, posts or SMS's.
- Block and delete bully from all contact lists.
- Do not respond to emails, chats, SMS or comments.
- Use the 'report' button which all website/applications have and they are obliged to investigate.
- Have some 'down time' without a device. Have time away from technology.
- If the bullying continues – delete the current account and start a new account, only giving details to a small list of trusted friends/family.
- Get a new phone number if being harassed via phone. Report the problem to the phone company and insist on a new number free of charge.
- If the bullying continues report to the College and the Police

Resources

The following are links to the independent research-based evaluation conducted to inform the schools selection of any program:

[Be You Programs Directory](#)

[STEPS](#)

[Australian Curriculum](#) 

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

Further resources can be found here:

- [Bullying NoWay](#)
- [Office of the eSafety Commissioner](#)
- [Harmony Day](#)
- [International Day against Homophobia, Biphobia, Intersex Phobia, Transphobia](#)

- [R U OK Day](#)
- [World Mental Health Day](#)
- [World Kindness Day](#)
- [International Day for the Elimination of Violence Against Women](#)
- [Think U Know Program](#)

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.

Weekly meetings with stakeholders in the Middle and Senior Leadership teams are structured as such to assist in identifying, managing and strategizing student support structures required around such issues as absenteeism, behavioural, motivational, achievement and learning issues and social-emotional issues and analysing trends that might be emerging from ENGAGE and BI data. Teams will also analyse RTP and Academic Tracker data to inform the support process. Targeted and personalised teams (Heads of Engagement, including STIEs, Learning Enhancement Teachers, GCs & leadership) 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

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

	Descriptor	Definition	Example
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

	Descriptor	Definition	Example
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

Approver: Principal	Issue date: 01/07/2022	Next review date: 01/07/2024
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