ST MICHAEL'S

COLLEGE

SCIENTIA ET CARITAS

School Student Behaviour Support Plan

QUICK NAVIGATION

St Michael's College
School Student Behaviour Support Plan

The 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 and safely 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, opened in 1985, is a co-educational school, with approximately 850 students currently enrolled. The community of St Michael's College has students from Year 7 to 12 who come from diverse backgrounds. Enrolments come from the four Catholic Primary schools in the area; Star of the Sea Primary School at Merrimac, St Vincent's Primary School at Clear Island Waters, St Kevin's Primary at Benowa and St Brigid's Primary at Nerang. St Michael's College also accepts enrolments from 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.

St Michael's College is a part of the Surfer's Paradise Parish and is a proud Catholic college. 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 Yugambeh 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
- Parents
- Students

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

At St Michael's College, our motto Scientia et Caritas – meaning 'Knowledge and Love' is visible through all aspects of college life. We have high expectations for our learners and believe that all students can achieve excellence in their own individual journey. All learners can have ownership of their own learning and will graduate from St Michael's College with a confirmed pathway.

As Catholic educators we have a tradition and vision based on Christian values and beliefs. These values and beliefs are foundational to our action and engagement in learning and teaching with our students, parents, and colleagues. We believe that learning and teaching is inextricably linked with living life to the full as a community of faith, learning and care, in line with the Brisbane Catholic Education Education Strategy and Learning & Teaching Framework and the Alice Springs (Mparntwe) Education Declaration. This guides our planning and teaching and notes two goals.
1. That Australian Education System promotes equity and excellence
2. All young Australians become:
   - confident and creative individuals
   - successful lifelong learners
   - active and informed members of the community

Alignment with the Alice Springs Education Declaration

Curriculum development at St Michael's aligns with the Alice Springs (Mparntwe) Education Declaration through the promotion of an inclusive educational approach which promotes excellence and equity for all students. The College promotes the development and implementation of contemporary programs that are developed to meet the individual needs of learners to become confident and creative individuals, successful lifelong learners, and active and informed members of the community. We fulfil the individual capabilities and needs of learners through developing each individual student's potential.

Model of Pedagogy

The College explicitly embeds the Brisbane Catholic Education Model of Pedagogy, as it brings together the principles and practices of learning and teaching that lead to success for all learners. These principles and practices arise out of the beliefs and values of the BCE Learning and Teaching Framework and the College Mission and Vision. It provides teachers with a model to construct their practice to ensure that all students are progressing in their learning and development. It provides a common language for planning and reflecting on learning and teaching at the College.

St Michael's College uses the BCE Model of Pedagogy to provide evidence-based, precision, and responsive teaching that results in learning progress and achievement for each student. The model of pedagogy is used by teachers to guide planning, teaching, and assessing, by:
- Focusing on student progress and plan to accelerate this
- Establishing clear learning intentions and success criteria from the Australian Curriculum
- Activating learning and multiple ways of knowing and doing
- Responding with feedback to support the student in their next steps to achieve the success criteria
- Evaluating the impact of teaching on each student's learning progress and achievement.

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.

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

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.
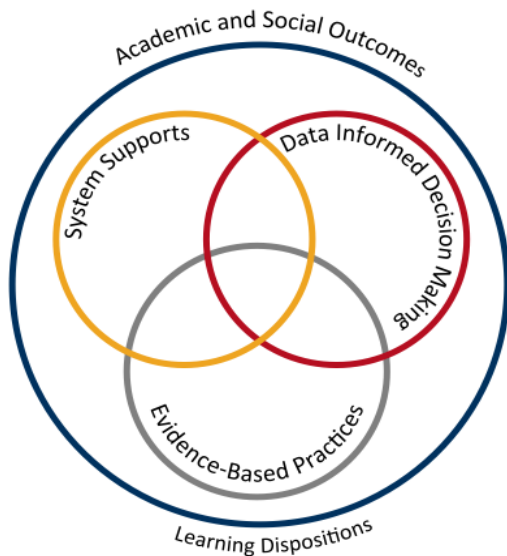
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a

comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive
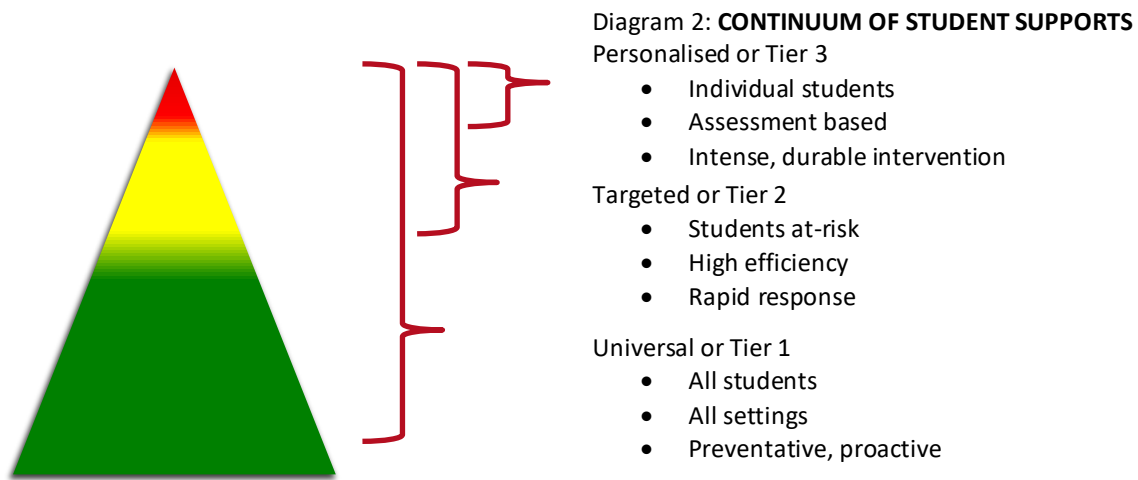
By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

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

St Michael's College's Student Support is founded on the practices of the Responsible Thinking Process (RTP) and Positive Behaviour for Learning (PB4L). Both these practices are used within and outside of the classroom.

All St Michael's staff are required to adopt practices of PB4L and RTP.

The College Student Support Team is comprised of key staff who have engaged in professional learning to build capacity with the implementation of PB4L and RTP. The team members include the Heads of Engagement, the Head of Pedagogy and Engagement, Guidance Counsellors, Inclusive Education, Head of Future Pathways, Responsible Thinking Coordinator and the Assistant Principal Engagement.

Weekly 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 Student Support data in identifying, managing and implementing student support structures required around such issues as absenteeism, behavioural, engagement, achievement and learning and social emotional barriers.

All College staff are committed to supporting and meeting the needs of the students. Staff professional development is consistently employed and evolving to include Positive Behaviour for Learning (PB4L), Responsible Thinking Process (RTP), Restorative Justice practices, digital literacy and current issues facing our students. This development and engagement of staff builds capacity in the implementation of our school-wide approach to student support.

4. Responsible Thinking Process

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 and expectations 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 expectations established in the learning environment. These expectations are based on the fundamental principles that **every student deserves a positive learning environment, and it's important that we all respect each other's right to learn without interruptions.** Students who do not meet our expectations are referred to the to the Responsible Thinking Classroom (RTC). In the RTC, students have the opportunity to reflect on their choices. They can take their time to think about how they want to be and develop a successful plan for their return to the learning area. This process is not rushed, allowing students the opportunity to reflect and reorganise at their own pace. If students require assistance in formulating their plan, they may be given assistance by RTC teachers. The focus is on empowering students to build self-belief and plan how to thrive in the College environment. When students succeed in this journey, it enhances their self-confidence and helps them understand that they can shape their perceptions by managing their behaviour.

Once the student decides to meet our expectations 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 see their students as individuals with their own unique needs and desires, it changes how they interact with them. Teachers who embrace the core principles of PCT understand that genuinely working with a student to find common ground shows respect for that student. It also conveys that while the teacher cares about their education, the responsibility ultimately lies with the student.

The teacher should be seen as a supportive guide, helping students when they are ready to reorganise. By asking thoughtful questions, the teacher encourages students to explore ways to address their challenges. The teacher understands that students' actions are their efforts to bridge the gap between their desires and their perceptions, and that true behavioural change occurs when students' wants and perceptions grow.

The RTP procedures are as follows:

A student disturbing the learning environment is given an opportunity to make a different choice 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 'Conditional Return'. If they fail 'Conditional Return' 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 Head of Engagement or Assistant Principal (Engagement) may ask parents to attend a Support Meeting.

Multiple referrals in a term will trigger a letter to parents from the RTC Coordinator. Heads of Engagement monitor this data and may call a support meeting if required.

RTP Questions:
Listed below are the sets of questions that may be 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 expectation?* This question asks the student to articulate the expected behaviour.
- *What happens when you do not meet our expectations?* 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 the learning environment 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.

In some occasions, students are referred to RTC as an 'automatic'. Automatics are used when there is a significant disruption or safety concern.

At St Michael's College, everyone—including the Leadership Team, teachers, and students—is committed to respecting the rights of others. Teaching students this important skill is central to the Responsible Thinking Process. Instead of relying on punishment and rewards, this approach fosters critical thinking and personal responsibility.

5. Hands-off Policy

Purpose
The purpose of our hands-off policy is to ensure a safe and mutually respectful environment for all members of our community.

Respect for personal space
- All members of the College community are expected to respect each other's personal space this includes unwanted physical contact.

Appropriate Physical Contact
- Physical contact between students should be limited to what is appropriate and necessary for educational and safety purposes.

Reporting and Consequences

- Any incidents of unwanted physical contact should be reported to a member of staff.
- Any students seen breaching the hands-off policy will be referred to the RTC as an automatic or responded to as per the student behaviour support plan.

Education and Awareness
- The College will provide students with regular reminders and education on the importance of respecting personal space and understanding consent.
- Students and staff will be encouraged to participate in workshops and discussions to foster respectful and safe environments.

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.

At St Michael's College, we take the approach that both staff and students are Present, Centered and Ready to Learn. Our expectations for this are:

- Be prepared
- Be on time
- Be safe
- Show pride
- Be respectful
- Engage in learning
- Try our best

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
- have unconditional positive regard for all members of our community
- provide opportunities for students to be present, centered and ready to learn
- 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

BE PREPARED	– We set personal goals for ourselves – We are ready to engage and participate in learning – We take time to look after our wellbeing – We are organised – We know how to ask for help or seek support
BE ON TIME	– We arrive to school on time – We arrive to class on time – We submit assignments and homework on time
BE SAFE	– We navigate the College calmly and safely – We practice self-control – We report safety breaches / concerns – We restore conflict restoratively – We follow the College's hands off policy – We protect the privacy of ourselves and others – We use all technology and social media appropriately
SHOW PRIDE	– We honour our commitments to the College and community – We take ownership of our actions – We are courageous and take responsible risks – We are upstanders, not bystanders – We show pride in our appearance and uniform
BE RESPECTFUL	– We listen to each other and speak positively and politely. – We accept differences, showing compassion and understanding to all. – We are honest, trustworthy, kind, and inclusive in our interactions. – We follow teacher instructions and College expectations, including uniform and property care. – We respect the environment by picking up rubbish. – We honour significant occasions and use respectful language.
ENGAGE IN LEARNING	– We show a positive attitude – We take responsibility for our learning – We persevere with challenges – We are curious and seek feedback – We embrace mistakes as learning opportunities – We understand our next learning step – We support others to learn – We celebrate our successes
TRY OUR BEST	– We put in effort every day – We are resilient – We engage in activities inside and outside of the classroom – We are motivated – We are optimistic and futures focused – We evaluate and use feedback effectively

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:
- Use of RTP Questions and redirecting behaviours
- Orientation activities and student and staff inductions.
- Immersion programs
- School camps, retreats and Spirituality days
- Educative programs including social and emotional health, peer relationships and resilience
- Digital literacy, safety and intelligence
- Daily Pastoral Care time and Personal Enrichment Program's
- Assemblies – Whole school, House and Year Level
- Peer to Peer Mentoring
- Student Coaching
- Classroom Plans
- Pastoral Care Tutorials

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:
Recognition of positive contributions and reminder of expectations at Year Level, House and College Assemblies Presentation of certificates	Unconditional positive regard for all members of our community
Foundation Day Awards	Encouragement of students being Present, Centered and Ready to Learn
Scientia/Evening of Excellence Awards	Public display of work (classrooms, library, social media, walkways in staffroom)
Announcements via College Portal, Social Media & Pastoral Care	Praise/Encouragement (Verbal/Written)
	Positive communication home, phone calls, emails & letters

Tier 2 Targeted Supports:

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

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

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

Coaching

Student coaching at St Michael's involves Coaching students to achieve personal and academic growth through a structured Coaching Framework.

Diagram 2: Growth Coaching Framework
Growth Coaching International 2024

It begins with setting realistic and achievable goals, focusing on developing academic, social, and emotional skills, and encouraging self-reflection. The coaching process includes an initial assessment to understand the student's strengths and needs, creating a tailored action plan with specific strategies and timelines, and conducting regular check-ins to monitor progress.

Coaches provide guidance and support, while students actively participate by setting goals and implementing strategies.

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.

Mentoring

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.

Pastoral Care Tutorials

This type of intervention involves directly teaching skills to enhance a student's ability to engage within our community. Whilst this type of support may be part of the work done in universal supports this type of targeted support occurs in smaller groups or one to one with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of intervention.

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.

Group Intervention

Group intervention involves providing targeted support to small groups of students who share similar needs or challenges. This approach aims to improve academic, social, or behavioural outcomes through structured sessions. By engaging in specific activities and receiving peer support, students can enhance their skills, address common issues, and benefit from a collaborative learning environment.

School Based Programs

School based programs are educative intervention programs that are structured initiatives designed to support students who need additional help in specific areas. These programs aim to enhance outcomes by providing targeted instruction, resources, and support tailored to individual or group needs. Through these interventions, students can improve their skills, gain confidence, and engage positively within our community.

'Hand-Ins'

Handing-in of items involves students handing in prohibited or disruptive items to the College office. This can include mobile phones, electronic devices, or other items that breach school policies. Confiscated items are stored securely and returned to the student or their parents at a later time, often after a discussion about the reasons for the confiscation and the importance of meeting expectations.

Community Service

Community service provides students with an opportunity to give back to their community in a meaningful way. This positive approach helps students learn the value of responsibility and empathy by engaging in activities that benefit our community. Through these experiences, students can reflect on their actions, develop a sense of service to others, and build stronger connections with their community.

Monitoring Cards

Monitoring cards are tools used to track and improve student engagement. These cards are carried by the student and presented to teachers throughout the day, who then record observations and provide feedback on specific goals. This system helps students become more aware of their actions, encourages positive engagement, and fosters accountability. Regular reviews of the cards with Head's of Engagement allow for constructive discussions and adjustments to support the student's growth. We have 3 levels of monitoring card Pastoral Care, Head of Engagement or CLT.

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
- Support Plans including but not limited to:
    - Personalised Support Plan
    - Academic Support Plan
    - Attendance Improvement Plan
    - Return to School Plan
    - Personalised Behaviour Support Plan
    - Crisis Management Plan
    - Coping and Resilience Plan
    - Behaviour, Wellbeing and Safety Risk Assessment
    - Re-Entry Plans
- Student Round Tables
- Functional Behaviour Assessment
    - Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellors)
    - Referral to outside agencies
    - We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.
    - Student Support Team case management - planning and implementation of personalised support plans and monitoring data
    - Partnerships with outside support agencies and specialists with parent consent

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
- Positive unconditional regard for all - Promotion of being presented, centered and ready to Learn - Use of RTP Questions - Implementation of student support plans - Supervised calm time either within the RTC or Student Services - Withdrawal from class or activities - Individual crisis support and/or Behaviour, Wellbeing and Safety Risk Assessment - Engaging with the BCE model of pedagogy	- Teacher – student negotiation, conversation - Engaging with student Support Plans - Seating plans - Teacher/student/parent meeting - Teacher/student/leadership meeting - Method of Shared Concern - Request for support	- Responsible Thinking Plan to reflect on actions and make plan for changes - Teacher – student restoration - Peer – peer restoration - Student apology and ownership of choices - Student contributes back to the class or school community - 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 (not limited to)	**Possible Responses (not limited to)**
• Ignoring instructions and direction. • Disrespectful language or gestures. • Lateness to class. • Absence for part of a lesson. • Swearing. • Uniform/hair/jewellery infringements • Playing in inappropriate areas. • Disrespect for school resources. • Disruption of teaching and learning environment (calling out interrupting). • Misuse of technology.	• Engagement with BCE Model of Pedagogy • Redirect behaviour with positive reinforcement • Refer student to the Responsible Thinking Classroom (RTC) • Verbal negotiation • Consultation and reflection with teacher • Contact home • Classroom teachers to establish expectations and behaviour support strategies. • Student Support Meeting • Pastoral Care Tutorials • Re-entry meetings

Tier 2	
Heads of Engagement	
Possible Behaviours (not limited to)	**Possible Responses (not limited to)**
• 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 • Swearing towards a member of staff/student • 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	• Any tier 1 response • Reestablishment of expectations • Initial referral to RTC classroom • Verbal warning • Consequence determined by Head of Engagement • Subject requirements – Curriculum Leader liaises with Pastoral Leader then contacts home • Round table with stakeholders • Method of shared concern • Hand in • Enrolment onto school based program • Monitoring cards • Group Intervention • Check-in/Check-out • Restorative justice conferencing • Middle Leader notifies the CLT via direct line manager • Withdrawal from playground during breaks • Withdrawal from class • Community Service • Referral for assessment and support from specialist staff Individual Behaviour Support Plan • Parent/carer contact / Meeting

- Inappropriate digital/electronic content
- Bystander to unsafe behaviours
- 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

- Pastoral Care Tutorial
- Restorative conference
- Re-entry meeting
- Internal Suspension
- External Suspension

Tier 3	
Leadership	
Possible Behaviours (not limited to)	**Possible Responses (not limited to)**
- 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	- Any tier 1 & 2 response - Establishment of expectations - Contact home by a member of the CLT - Meeting with parents/carers - Behaviour, Safety & Risk Assessment Planning - Adjustment to learning plan - Internal suspension - External suspension - Police notification - Recommendation for exclusion - Negotiated transfer of school - Head of Progress and Performance (BCE) notification.

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

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.

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

For appeals, the school aligns to BCE processes.

Detentions process at St Michael's College

At St Michael's College we use Student Support Meetings as a means to understand the root causes of their behaviour. This allows us to provide tailored support and guidance, helping students learn from their mistakes and grow. A student support meeting 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."
- Students participate in reflective activities where they acknowledge their behaviour, how it has impacted others and describe how they will restore the relationship.

Only Heads of Engagement and members of the College Leadership Team can allocate a Student Support Meeting. 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 Pastoral Care Tutorial is for, the day and time and person who facilitated.
- The student's safety and welfare needs are being addressed in that the student is given appropriate access to food, drink and toileting facilities.
- Students also attend student support meetings for frequent lates to class and uniform infringements.

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.

Suspension process at St Michael's College

The principal may suspend a student for:

- persistent non-compliance: students, who in their relationships with employees and/or others in the community, are persistently disobedient, disrespectful or engage in verbal, physical or online harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of other students
- serious breach of the school Student Behaviour Support Plan
- possession of alcohol or a suspected illegal drug
- violence or threat of serious physical violence
- concerning or serious sexual behaviour

- possession of a weapon or knife
- verbal abuse.

Reasons for Suspension
The reason and rational for suspension will be advised to parents via phone call and a further email with notification of suspension letter.

Applying Suspension
Suspension may occur if decided by the principal that:
- other appropriate and available student support strategies and response options have been considered
- appropriate support personnel, both within the school and externally, are involved, as necessary
- reasonable steps have been taken to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/legal guardian regarding the unproductive behaviour which led to the suspension.

Length of Suspensions
- a suspension between 1 and 5 days is approved by the Principal
- a suspension between 6 to 10 days will be referred to the Senior Leader - School Progress and Performance for consultation prior to approval by the Principal
- a suspension record is to be completed in the Engage Student Support System Suspension Register for each student suspended
- in the Engage Student Support System there are three (3) different types of suspensions recorded:
  - 1 to 2 day suspensions
  - 3 to 10 day suspensions
  - suspensions of more than 10 days.
- 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 10 school days in total
- work will be provided to students via teams and OneNote for the duration of their suspension
- any support/s the student and/or family may require for the duration of the suspension to maintain wellbeing
- by mutually agreeable arrangements, a student who is suspended may attend an alternative education program
- for students nearing the completion of Year 12 (Unit 4 studies), where an infringement may trigger the threshold for exclusion processes, after consideration of risk assessments and safety plans, a College may enact a pastoral pathway of suspension. The College will engage the student in an alternative learning provision, in order to complete Unit 4 (or VET) requirements. While it is preferable that this arrangement be mutually agreeable with student and family, the College reserves the right to enact this arrangement in accordance with its procedures. These arrangements would be considered rare and would be entered into only after approval granted in advance by the Head – School Progress and Performance
- indefinite suspension, where no time limit is noted, is not permitted
- where a student is withdrawn from classes for the remainder of a day as a de-escalation strategy, this is recorded as a behavioural incident in the Engage Student Support System.

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 employees

where the safety risk cannot be mitigated in the short term by any reasonable strategies, or behaviour that may be of a criminal nature.

The College Principal may immediately suspend any student whose behaviour includes (but is not limited to):
- possession of alcohol: it is a criminal offence for a person under the age of 18 to be in possession of alcohol. Schools are not required to notify police in these instances. However, the local context and circumstances may give rise to a notification e.g., age of the student, source of the supply, involvement of supply or distribution, potential student protection matters
- possession, use of an e-cigarette or cigarette: the matter is recorded as a suspension in the Suspension Register with details of possession, use, and/or distribution
- illegal drug: possession and use of an illegal drug. The matter is also 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 employee or member of the school community may be suspended immediately. The matter will 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, including possible referral to state authorities
- 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 Principal (or delegate) will report the matter to the police immediately
- verbal abuse: Principals will take developmentally appropriate expectations into account in relation to verbal abuse by a student.

Communicating Suspension Decisions

The Principal (or delegate) will inform the student and parent/legal guardian of the reasons on which the decision to suspend has been.

The conditions relating to the suspension will be discussed with the student (as appropriate under the circumstances. A period of de-escalation/cooling down may be required) and the parent/legal guardian, and their responses taken into consideration and recorded in the suspension record notes.

Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

The Principal (or delegate) will use forms of communication that respect diversity and equity and that nurture the partnership between the school and family.

Notification to families for a day or more suspension

A student will not be sent out of school before the end of the school day without the parent/legal guardian being notified, and, if necessary, agreement reached about arrangements for collecting the student from school.

Notification will take place by phone to the parent/legal guardian. Notification will also be provided in writing via a notification of suspension letter (emailed).

A notification for suspension letter will include:
- indicate the reasons for the suspension

- advise the length of the suspension, the start date and time, the expected return date
- outline the responsibility of the parent/legal guardian 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
- indicate the expectation of the parent/legal guardian and school all working cooperatively in resolving the matter
- request a discussion with the student and their parent/guardian
- refer parent/legal guardian to the College's published Student Behaviour Support Plan
- include details of the appeals process of the student and parent/legal guardian.

Return to school

As part of the re-entry to school process, the Principal (or delegate) must organise a meeting with the student and/or the parent/legal guardian to discuss the basis of maximising successful re-engagement into the school, before the student returns to school.

The aims of this conversation are to:
- ensure that the student and the parent/legal guardian understands the nature of the student's unproductive behaviour, including any impact on others, and the need for the formal sanction
- encourage a mutually supportive position between the school, the student, and the parent/guardian for the response that the school is taking
- provide an opportunity for the student, parent/legal guardian to participate in the decisions affecting them
- actively anticipate the parent/legal guardian and student's diverse circumstances and background to provide support and effective responses particularly to those who are vulnerable
- outline the re-entry to school process, goals, school supports, expectation of student's commitment to the process, and follow-up evaluation for the student's return to school.

Re-entry meetings will take place before the student's return to school date, and will usually take place in the school, facilitated by the Principal (or delegate). In circumstances where a parent/legal guardian is unable to attend the school in person, a telephone conference is adequate. In instances where there has been a problematic relationship between the parent/legal guardian and the school, the Principal may call upon a third party, such as the Senior Leader - School Progress and Performance or Guidance Counsellor, to support the meeting.

Alternative options may need to be considered to facilitate the student's return to school. For example, a person delegated by the parents to act as their proxy, or a student over 18 years who may attend the meeting independently.

Alternatively, the Principal, together with the Senior Leader - School Progress and Performance, and in consultation with the Head of School Progress and Performance, may consider further options.

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

The meeting notes from the re-entry meeting, and any associated plans are uploaded to Engage into the suspension record, and relevant staff notified of the student's return to school.

Appeals
Parents and legal guardians have the right to appeal a suspension.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.

Exclusion from St Michael's College
Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions approved by Executive Director or delegate.

The purpose of exclusion is to:
- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
- remove the student from an established environment in which unproductive 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. Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school can only be made by the Learning Services Executive on recommendation from the Principal, through the Senior Leader – School Progress and Performance, and the Head of School Progress and Performance.

In extreme circumstances, a Principal may, in consultation with the Senior Leader – School Progress and Performance, make a submission to the Head of School Progress and Performance, recommending the exclusion of a student from a school. The Head of School Progress and Performance will forward this submission with their own recommendation to the Learning Services Executive for decision.

The Learning Services Executive may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans, and despite these efforts the student's behaviour has continued to be unproductive.

Additionally, if a student commits a serious illegal act or a serious breach of the School Behaviour Support Plan, the Principal may impose an immediate suspension and make a recommendation to the Learning Services Executive through the Senior Leader – School Progress and Performance and Head of School Progress and Performance for exclusion. In such a situation the suspension will continue until such time as a decision is made in respect of the recommendation to exclude.

In cases where recommending an exclusion from a school is being considered, the gravity of the circumstance requires that emphasis be given to all aspects of procedural fairness.

Exclusion Process
The Principal will:
- consult with the Senior Leader - Progress and Performance
- brief the Parish Priest as needed
- place the student on suspension for a maximum period of ten school days pending the outcome of the decision-making process. This action is to be taken irrespective of any action by another agency, including the police
- notify the student and the family that the initial period of suspension will be for ten school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing seven school days for the student, and family to respond
- provide the family, or student (if the student is living independently) with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses).
- The Principal will remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude. This consideration will be unique in each case and guidance will be sought from the Senior Leader - School Progress and Performance or BCE Legal Counsel
- request a meeting with the student's family member to outline the process and the reasons for the recommendation
- provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present
- consider any response from the student and their family before formulating a recommendation to exclude to the Learning Services Executive
- forward the recommendation to the Head of School Progress and Performance via the Senior Leader - School Progress and Performance, detailing the reasons, the action taken to moderate the students' behaviour (where appropriate), a copy of all required documentation and any response from the student and/or family.

Suspension, as part of an application for exclusion, will be recorded into the Engage Student Support System.

Process for Appeals

Sanction	Appeal Process
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – 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 a member of staff which will then 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 a safe and supportive environment 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 College community.

Through our PB4L system we aim to establish a climate of respectful relationships and belonging where bullying or harassing behaviours are not tolerated and cannot flourish. Anti-bullying messages are incorporated into whole school communications and the curriculum area each year, and all incidents recorded in the Student Behaviour Support System (Engage).

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
- **Respond** to the incident in a reasonable, proportionate and consistent manner as per our Student Behaviour Support Plan
- **Protect** and provide support for the student who has experienced the behaviour and other students involved. This could include providing appropriate support through referral to the guidance counsellors, in-class support, and safety planning. Our overarching aim is to 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."

(Bullying No Way, 2024)

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

At St Michael's college we aim to contextualise bullying terminology so it is age appropriate and easier to understand. This is explicitly taught through our pastoral care system, College wide messaging, College curriculum and Personal Enrichment Program.

What is Bullying? – Contextualised for students.
Bullying is when someone keeps using their power to hurt others on purpose. This can be through words, actions, or social behaviour. It can be done by one person or a group, and it makes the person being bullied feel like they can't stop it.

Where Can Bullying Happen?
Bullying can happen face-to-face or online, using phones, computers, and other devices. It can be obvious (easy to see) or hidden (hard to see). Bullying behaviour is when it happens more than once.

Effects of Bullying
Bullying can hurt people right away, in the short term, and even longer after it happens. It affects not just the person being bullied but also those who see it happening. Remember, a single fight or argument between equals is not considered bullying.

What is NOT Bullying?
There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

Mutual Conflict: This is when two people have a disagreement, but neither has more power than the other. If one person starts targeting the other repeatedly, it can turn into bullying.
Single Acts of Nastiness or Aggression:
If someone is mean or aggressive just once, or to different people, it's not bullying unless it happens repeatedly.
Social Rejection or Dislike:

Not liking someone or leaving them out isn't bullying unless it's done on purpose and repeatedly to hurt them or make others dislike them too.

2. Teaching about Bullying and Harassment

At St Michael's College, we provide an educative process regarding bullying for all stakeholders - parents, staff and students. This will be achieved via staff professional development, parent newsletters, assemblies and classroom lessons. Using the resources provided by Bullying No Way, we enhance social and emotional understandings and competencies using a whole school approach.

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 and engage with a range of external resources and agencies which enhances social and emotional understanding and competencies, teaching resilience and positive behaviours. These are facilitated from Year 7 to Year 12 and organised by our Head's of Engagement.

Supportive bystander behaviours are taught through the Personal Enrichment Program and regular messaging to students, with a focus on safety and responsibility when reporting incidents of bullying.

3. Responding to Bullying and Harassment

When responding to potential bullying, the following flowchart and procedures will be followed:

Bullying and/or Harassment Behaviour

Student, parent/legal guardian, and/or others **share** information
OR
Staff **observe** behaviour/pattern of behaviour

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

1) Listen & Collect
- **Listen** carefully and non-judgementally, document the facts (gather specific examples/times/locations).
- **Identify** if there are safety risks and report these to school leadership immediately.
- **Let** the reporter know concerns will be addressed, **offering support** as needed.
- **Collect** information from student/s, staff and bystanders involved.

2) Determine & Record
- **Determine** if the behaviour incident is either minor (e.g. teasing) or major (e.g. bullying or harassment) as outlined in the school/college SBS Plan definitions.

  Does the behaviour meet **ALL** major bullying or harassment behaviour criteria?

  STOP
  - Misuse of power
  - Ongoing and repeated (or has the potential to be repeated), and
  - Intends to cause harm
- **Record** the incident on **Engage** in a responsive timely manner (student details, incident details, behaviour, responses, upload any documents and add a tracker if not already done).

Is it bullying or harassment **major** behaviour?

Yes

No

3. Leadership
- **Create** a bullying or harassment record on the Engage register (within **24 hours** of the reported incident).
- Leadership/team **review** the incident, determine targeted supports and consequences for student(s).
- Leadership/team **contact** parent/legal guardian to inform them of the incident.

- If the incident does not meet the criteria for bullying or harassment, it can be recorded as a **minor** or **major** (e.g. physical aggression) behaviour.
- Support student/s as needed.

4. Respond, Plan & Follow-Up
Leadership/team formulates a short/long term **support plan** for all students involved.
- **Monitor and support** student/s involved (follow up with the students/parents/legal guardians over the next several weeks and months).
- **Continue** to upload documentation on the Engage register.

...ying and harassment seriously and respond with a

➢ **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.

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 Tile 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 Tile.

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 regarding positive behaviours and how to establish a safe and inclusive learning environment is included annually 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.

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 video newsletter, newsletter articles, emails and social media posts.

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 Personal Enrichment Teachers, we 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
- 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	Peita Laffranchi
Year 12	Kristy Smythe
Assistant Principal Engagement	Daniel Hughes

Contact Phone number: (07) 5525 4000

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, SMS, social networking, photographs, and web pages towards a person or people.

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. If they do not investigate contact the Office of the e-Safety Commissioner.
- 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, Office of the e-Safety Commissioner or the Queensland Police Service.

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 are 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

BULLYING & HARRASSMENT

At St Michael's College, everyone works together – parents, the community, and students – to stop bullying and harassment before it starts. We all help to make sure everyone feels safe and that they belong. 😊

What is bullying?

- A misuse of power in a relationship.
- It is ongoing and Repeated
- When a person or group intend to cause harm.

What happens when bullying is reported?

We listen

- Confidentially, we collect all the facts

We Determine

- We determine if the behaviour is bullying or harassment

We Respond

- Our response can be different depending on the type of behaviour. This might include a restorative conversation or a suspension
- We plan and support all those involved.
- We follow-up and make sure everyone involved is feeling safe.

How to report bullying.

- To a trusted adult (parent, relative, PC Teacher, Head of Engagement, Guidance Counsellor
- Via the Upstander Tile (all reports are taken seriously and are confidential)

Bullying has no place in our community

Cyberbullying

Cyberbullying is treatedwith the same level of seriousness as direct bullying.

ST MICHAEL'S
COLLEGE
SCIENTIA ET CARITAS

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, Support Teachers Inclusive Education, RTC Coordinator, Guidance Counsellors & Leadership) meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

References

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4-16.

Christenson, S., Stout, K. & Pohl, A. (2012). Check and Connect- Implementing with Fidelity. University of Minnesota.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem Behavior in schools. New York: Guilford Press.

Greene, R.W. (2014). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner.

Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), Positive behavior support (pp359-390). New York: Guilford.

Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), Handbook of Classroom management: Research, practice and contemporary issues (pp833-854). New York: Lawrence Erlbaum.

Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) Handbook of positive behavior support (pp. 551-580). New York, NY: Springer

Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). Handbook for positive behavior support. New York: Springer Science and Business Media.

Sprague, J. & Golly, A. (2005). Best behavior: Building positive behavior support in schools. Boston, MA: Sopris West Educational Services.

Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. Child and Family Behaviour Therapy, 24. 23-50.

Witt, J. C., Daly, E. J., & Noell, G. (2000). Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems. New York: Sophis West.

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
- Parent and Community Communication Expectations.

Relevant St Michael's College Policies & Procedures

- Student Attendance Policy & Procedure
- Child and Youth Risk Management Strategy
- Student Wellbeing Policy & Procedure
- Student Handbook
- Staff Handbook
- Staff and Student Formation Policy & Procedure.

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	Has difficulty starting learning task, continuing on task or completing learning tasks

		work in a clearly specified time frame	

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,

	Descriptor	Definition	Example
			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	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment

	Descriptor	Definition	Example
		prescription drugs contrary to their doctor's directions	
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