SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

College Vision and Mission – Teach ◆ Challenge ◆ Transform

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of hard work, humility, stewardship, service, balance and community. We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents, to underpin all that we do.

Vision

To enable each student to use their God given gifts to become successful lifelong learners who are self-directed, creative, confident, and reflective; fully able to engage with and contribute positively to the world in which they live.

Mission

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We do this by:

- Acknowledging the individual qualities and attributes of each student
- Providing a safe and supportive environment
- Engaging in technology rich, 21st century learning
- Designing flexible and engaging learning experiences where all students can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

Values

We seek to promote the values of Service, Balance and Community for our students, staff and parents. Through prayerful reflection we invite all members to:

- Work in Service of others and our world
- Seek Balance in all that we do
- Live in Community with justice, compassion and respect

College Motto

In Omnibus Deus ~ God in All Things.

The Big 5 Behaviour Expectations

Respect and Care for Ourselves, Relationships, Community, Learning, Tradition

Our College Context

Characteristics of the student body

Students are drawn primarily from the Moreton Bay Regional Council Local Government Area - Mango Hill, North Lakes, Rothwell, Redcliffe, Kallangur, Murrumba Downs, Petrie and surrounds. Many students come from our feeder schools of St Benedict's Primary School, Mango Hill, Holy Spirit School, Bray Park and Our Lady of the Way, Petrie. Catholic Primary Schools from a wider region, and local State Primary Schools provide the rest. We have a diverse range of nationalities at the College, and this contributes greatly to our globalised learning culture and diverse cultural connections. Students are grouped into Year Levels in their Pastoral Care homerooms. All students are also part of a House group – named after Benedictine Saints - Hildegard, Maurus, Petronax and Scholastica. House groups promote the Spirit of the College and student collaboration (and competition) in service, sporting, religious and academic activities. Students are provided with leadership opportunities at all year levels and demonstrate this in a number of ways including Pastoral Care activities, House activities, fundraising activities, public speaking at College assemblies and representing the College in sport, arts, community events and activities. Leadership is encouraged both through communication and through action. There is an active Student Representative Council with the opportunity for students from all

grades to participate. College Leaders (4), Values Leaders (3), an SRC Leader (1) and House Leaders (4) are appointed for Year 12 after a nomination and discernment process at the end of Year 11.

Social climate

All members of the College community play a role in facilitating positive behaviour and responding appropriately to inappropriate behaviour. It is through a strong, genuine and constructive partnership between student, College staff and parents/carers that this most effectively occurs. Every week the College gathers at alternating times where we create and enrich our positive College culture through celebration, prayer, class presentations, awards, expectations and reminders about the College behaviour expectations – The Big 5. Pastoral Care brings together all aspects of College life and at its centre are relationships built on respect. Pastoral Care and Support Programs are in place to assist each student to develop into the best person they can possibly be. We believe that the most effective approach to address bullying and other behavioural or social concerns is a whole-college approach that includes: prevention programs, early intervention strategies; intervention procedures; restoration of wellbeing and clear procedures that are agreed to by all and are consistently implemented. The underlying frameworks of Positive Behaviour for Learning (PB4L) and Restorative Practices (RP) supports and promotes a positive environment based on quality relationships.

Curriculum

Learning at St Benedict's College is divided into three stages:
- Middle Years (Year 7 and 8)
- Lower Senior years (Year 9 and 10)
- Senior Years (Year 11 and 12)

There are distinct differences in the way learning is structured and engaged within each phase and our curriculum offerings.

Year 7 is the first year of the Middle Year Learning Phase and is an opportunity to engage in core learning areas and rotational electives. Year 8 builds on the learning from Year 7 and allows students another opportunity to engage in elective learning prior to the selection of elective semester units.

Students will study seven subjects in each term across Years 7 and 8:
- Religion, English, Mathematics and Science are compulsory for study across Year 7 and 8
- History and HPE are compulsory for **one semester** in both years
- Students rotate through two elective subjects each term over the two years so that all students have the opportunity to engage in all electives twice across the two years of learning.

Year 9 is the first year of the Lower Senior Learning Phase and is a chance to begin to explore different options. This is further enhanced in Year 10 where students have the opportunity to engage in vocational learning, the world of work or our specially devised Excellence and Extension (EAE) programs. We make every effort and commitment to offer a broad range of subjects in order to cater for the individual needs of students enrolled at the College. Students will study:
- Religion, English, Mathematics and Science are compulsory for study over all semesters
- History and HPE are compulsory for **one semester** in both years
- Students are therefore able to choose two elective subjects each semester over the two years. We strongly encourage students to choose a range of subjects in order to give them a broad and balanced education across a range of learning areas.

Year 11 is the first year of the Senior Learning Phase and is a chance to depth different subject options. This is further enhanced in Year 12 where students have the opportunity to continue with university focused preparation, senior subjects or vocational subjects and the world of work. All students will be asked to choose one English, one Mathematics and one Religion option which best suits their pathway and ability. All other subjects will be free choice electives to give students the greatest flexibility in the design of their senior course of study.

Co-curricular activities

St Benedict's College provides many co-curricular activities to cater to the diverse needs of our students. Students are able to engage in a variety of team sports against local schools through the South East Catholic Association (SECA) competition. Students also have the opportunity to gain selection in a full range of representative teams through the Pine Rivers District Sporting Association – district to national levels. The College community celebrates Inter-House sporting competitions in swimming, cross-country and athletics. Students can participate in Carnival sports in Netball, Volleyball, Touch football, Indoor Cricket, Australian Football and OzTag. The College also enters teams in the Brisbane Outer Schools League (BOSL) which plays after school, in Touch Football, Basketball and OzTag. There is a wide and ever growing, variety of academic and cultural experiences and competitions available to students encompassing: Honoratus extension program, the Instrumental Music program, Science, Engineering, Robotics, Poetry, ICAS, Short Film and Media competitions. The College has many clubs for students to participate in at lunch or after school such as: Robotics, Manga and Anime, Chess, Reading, Dance, Craft, Drama, Debating, Photography, Concert Band, Card and Board Games, Catering and Homework. Music ensembles and Choir, as well as the bi annual College Musical Productions are also a feature. The College is actively involved in community projects such as: performing for Seasons Aged Care, Opal Aged Care, St Vincent De Paul, Caritas, ROSIES and Redcliffe Big Breakfast Club.

Consultation And Review Process

The College commits to continued consultation, data review and ongoing professional development to ensure that the St Benedict's College (SBC) Student Behaviour Support Plan (SBSP) is relevant, effective and widely understood throughout the College Community.

To ensure that all staff are aware of and able to implement the SBSP, ongoing professional development of staff will be strategically scheduled throughout each school year. A more detailed introduction to and explanation of the plan is incorporated into the induction process for all new staff to the College, as well as a refresher for all staff at the start of the new school year. Activities to facilitate student understanding of the plan will be integrated into student induction programs, more intensely in the Middle Years and Lower Senior Years, before tapering off in the Senior Years.

A team reflecting the perspectives of the major College stakeholders (College Leadership Team, middle leaders, teaching staff, support staff, parents, and students) will complete regular reviews. It will involve collecting data on the effectiveness of the SBC SBSP both anecdotally and through the student behaviour data collected progressively in the ENGAGE Student Support System (ESSS).

The SBC SBSP will be formally reviewed on a two-year basis to ensure that it is effectively meeting the needs of the St Benedict's College community and fulfilling its intended goals.

Note: a detailed review is required every two years with a high-level check performed annually.

Section A: Our Student Behaviour Support Systems

Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at the College, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

St Benedict's College recognises and celebrates that all members of our community are lifelong learners. We continue to fully develop through the variety of opportunities and interactions afforded to us both individually and as a part of this community. We learn when we are focussed and engaged, thus there is an inextricable link between learning and behaviour. Therefore, we have common shared expectations that govern all social behaviour and interactions within the College. We accept all members of our community fairly and equitably and acknowledge that each of us have rights and responsibilities, so we are able to learn in a safe, engaging and productive environment within the St Benedict's College community.

The Disability Standards for Education 2005 (the Standards) is subordinate legislation under the Disability Discrimination Act 1992 (DDA). The Standards clarify and elaborate the legal obligations of education providers towards students with disability under the DDA. The Standards set out how education is to be made accessible to students with disability through the provision of reasonable adjustments so that they can access and participate in education on the same basis as their peers.

The Queensland Catholic Education Commission position statement on inclusive practices informs us of our responsibility to recognise and respect the rights and needs of every child. This is achieved by providing equitable access to the curriculum/co-curriculum, offering maximum engagement and learning opportunities by meeting the educational and social needs of all students.

Education is recognised as the key pathway to improving equitable economic, social, emotional, and wellbeing outcomes for students.

Every student deserves to flourish and has the right to learn in a safe, supportive, and inclusive school environment, free from discrimination, bullying and harassment. Brisbane Catholic Education (BCE) supports all students, regardless of background, identities, and abilities to access and fully participate in their learning.

We believe student's learning and holistic development is enhanced by:
- Consistent positive behaviour strategies and supports (PB4L and RP)
- Community members who value and respect each other and seek to build positive relationships
- Explicit and consistent teaching and modelling of appropriate social behaviour
- Respecting and nurturing personal spirituality
- Recognising and respecting cultural heritage
- A Benedictine environment where everyone and everything are respected and valued
- High expectations
- Explicit and responsive teaching cycles underpinned by the BCE Learning and Teaching Framework
- Clear and explicit use of the Australian Curriculum (ACARA)
- Engaging learning sequences developed using the BCE Model of Pedagogy with appropriate differentiation and use of Gradual Release of Responsibility
- Recognising and responding to individual needs of students.

We believe everyone has a right to:
- Be respected and treated with courtesy, understanding and dignity
- Be empowered and encouraged to develop their whole potential
- Learn, play, and work in harmony with others
- Have their religious beliefs and values recognised and respected
- Have their cultural heritage respected acknowledged and supported
- Learn, play, and work in a clean, safe and healthy environment.

We believe everyone has a responsibility to:
- Treat others with respect, courtesy, understanding and dignity
- Achieve their potential and allow others to do the same
- Allow others to learn, play and work in harmony
- Respect other's religious beliefs
- Respect other's cultural heritage
- Allow others to learn, play and work in a clean, safe, and healthy environment.

Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

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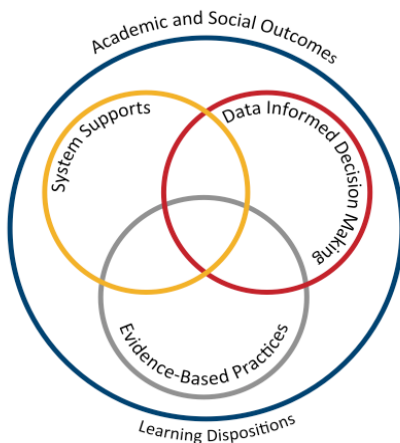
Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Diagram 1

Theoretical and conceptual characteristics

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

Continuum of support and key features

An important component of 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 College. 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.

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
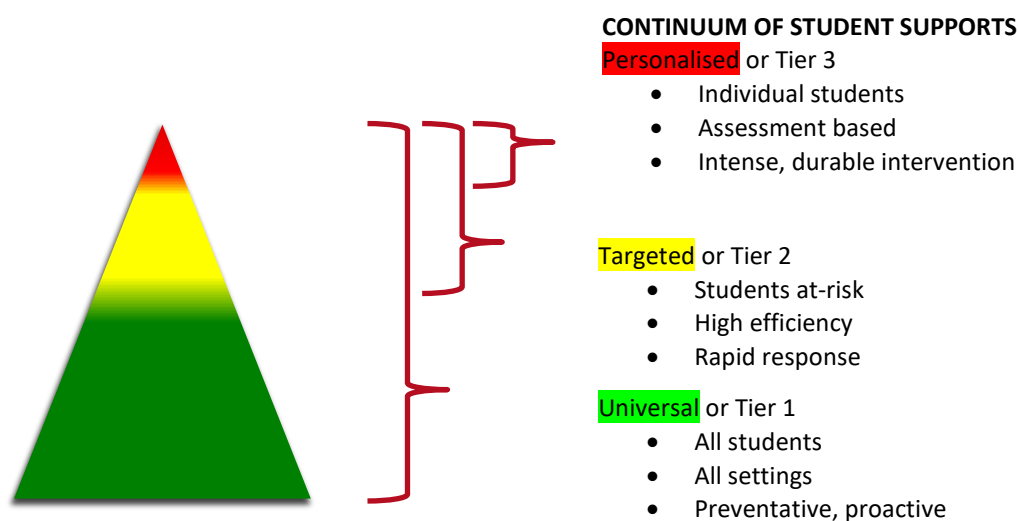
Diagram 2

By building a connected continuum, everyone in the College 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.

Student Behaviour Support Leadership & Professional Learning for College staff

Professional Learning will be undertaken by all Pastoral Leaders, at BCE provided training to help them as key staff responsible for implementing and maintaining the PB4L framework at SBC. Each Pastoral Leader will work with their Pastoral Care Teachers to support them in using PB4L as the standard expected of classroom teachers to provide consistency of practice across the College.

The Assistant Principal Pastoral will provide all staff with professional development around PB4L and will continue to work with staff in promoting this framework. Regular reminders to staff with updated information and practices will form part of the ongoing support for all staff.

At present the PB4L is driven by the APP but a regular meeting of the pastoral leaders looks at using the ENGAGE data to identify areas for improvement and individuals in need of Tier 2 or Tier 3 supports.

At St Benedict's College, Student Behaviour Support is the responsibility of all staff. PB4L teams across the College are as follows:

Teams	Members	Meeting Frequency	Meeting Purpose
Universal Support Team	Teachers School Officers	Ongoing / as necessary	Ongoing support of PB4L implementation and embedding in practice
Targeted and/or Individual Support Team	Case Manager Guidance Counsellor CLT representative Relevant teachers	Ongoing / as necessary	Targeted/individual support focusing on specific and targeted needs as necessary
Student Welfare Committee	AP Pastoral 7-12 Guidance Counsellor Curriculum Leaders 7-12 Pastoral Leaders 7-12 Learning Enhancement Leader	Weekly	Specific student welfare issues
7-12 Pastoral Team	AP Pastoral 7-12 Pastoral Leaders 7-12	Monthly	Forward planning Pastoral Care program, Camps, Year Level activities
CLT Pastoral	AP Pastoral 7-12 APA, APRE, DP, P	CLT meetings as necessary Monthly	Consistency of processes and consequences 7-12

Section B: Our Student Behaviour Support Practices

Clarity: Our Expectations

College-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 College's Catholic Identity and provide consistency across the students, staff, parents and wider College Community.

Our expectations are expressed in The Big 5 College Expectations:

Respect and Care for
- Ourselves
- Relationships
- Community
- Learning
- Tradition
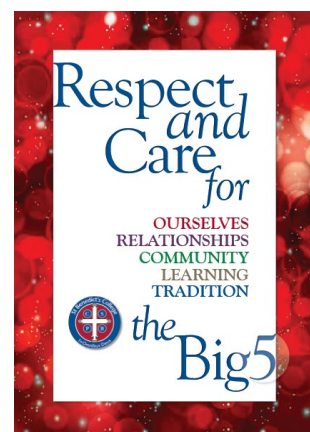
Our College Behaviour Expectations Matrix (Appendix F) is a visual tool that outlines the behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents/carers with a positive message about behaviours for learning at St Benedict's College.

St Benedict's College Behaviour Expectations Matrix

At All Times / In All Settings		Learning Settings / Co-curricular Activities	College Community / Wider Community	Digital Technologies / Online
We look for God in all things We listen We are resilient We are adaptable We are self-disciplined We are kind We have a positive attitude We are honest and reliable We are enthusiastic and optimistic We are grateful and express it We are patient We think before we speak or act We take ownership of our choices, words, and actions We are respectful and courteous We strive to reach our potential We have the responsibility to lead by good example	**Ourselves**	We are prepared, punctual and presentable for learning and activities We take personal responsibility for our learning, words, and actions We persevere in the face of learning difficulties with a growth mindset We set, and work towards achieving our goals We strive for spiritual, intellectual, physical, and cultural excellence We use manners	We respect the College/community environment and resources We represent our College with pride through our attitude, behaviour, involvement, and appearance We act safely and are considerate when using roads and travelling on public transport We move around the College in a safe manner using designated pathways We model servant leadership to those who we encounter	We use technology and social media positively We protect the privacy of ourselves and others We are responsible for our screen time We are respectful and cybersafe We honour our commitment to the *Student device and internet resource agreement* We store mobile phones in our lockers during school hours and school activities
We are kind, just, compassionate, and inclusive We are respectful of the rights and welfare of all We are accepting, supportive & encouraging of others We are patient, gentle and always open to forgiveness	**Relationships**	We respect and care for relationships We care for our wellbeing and the wellbeing of other's wellbeing We engage with Positive Behaviour For Learning and Restorative Practices We engage willingly and enthusiastically in independent and collaborative learning We speak and act respectfully	We actively support and encourage others and celebrate their achievements Engage with members of the community in public places positively We respect all public spaces We act safely and responsibly We courageously and positively support peers in their behaviour choices	We are kind and respectful We respect boundaries We report abuse/inappropriate material or actions We think before we share, post, click, or send We support others in developing positive and productive online relationships
We understand that College Expectations apply in all environments We live our faith by serving others We are self-aware We have respect for the person and property of all We keep to the left on pathways and stairs We are collaborative We follow College Expectations, procedures, and safety guidelines We have pride in being part of the community We build a just and positive environment We lead by good example We play and act fairly We honour the significance of the occasion	**Community**	We take pride in our College and appreciate what is provided for our education We show commitment, fairness, graciousness, and College spirit We show courtesy and respect within the College and wider community We purposefully contribute to social justice activities	We make our College environment peaceful, safe, clean, and inclusive We follow College Expectations, procedures, and safety guidelines We are active and positive members of the local community We contribute talent, time, and effort to enrich our local area Whenever possible we reduce, reuse, and recycle	We are responsible digital citizens We act lawfully and follow guidelines We contribute to a safe and positive online environment We report inappropriate material/posts We commit to protecting all members of our community in digital spaces
We are lifelong learners with a growth mindset We respect other's right to learn We participate to the best of our ability We work independently and interdependently We value and embrace opportunities to learn We help others We listen with the ear of our heart to understand and respond to the word of God The Benedictine value of hard work is required for success	**Learning**	We allow all students the opportunity to learn and teachers to lead learning We complete and submit homework, drafts, and final assessments on time We acknowledge the rights of others to hold and express their views We take responsibility for continuing our learning outside school hours We know what to do to be successful and seek assistance/feedback when required We engage in all learning opportunities and are open to new ways of thinking and doing	We follow instructions, procedures, and routines Build networks within the local community We challenge injustice respectfully We use student voice to improve our learning experience and outcomes	We follow College technology expectations to ensure we are responsible learners We abide by the College Academic Integrity policy We use College laptops for school/learning purposes only We are committed to developing our IT capabilities to assist our learning We use appropriate technology in learning activities and assessments
The word of God is the foundation on which we build our lives We have a deep respect for ourselves knowing we are made in the image and likeness of God We try to always live our Benedictine values We act with compassion and humility We participate respectfully in College religious celebrations We appreciate the need for an atmosphere of quiet reflection and prayer We are true to our Catholic Christian tradition and in dialogue to wider faith contexts and values We try to always live our Benedictine values: working in service with others, balancing life with prayer and work, as community who seeks God in all things	**Tradition**	We are proud of and true to our Catholic Christian values and traditions We contribute positively to the story of our College We participate in prayer, liturgy, spirituality days, feast days, and spiritual formation We respect the dignity of each person We value the opportunities that our College and community offers We listen to hear, understand, and respond to the word of God We learn about our Faith, so we make decisions with an informed conscience We help the poor and marginalised	We participate respectfully in religious celebrations and respect sacred spaces We are true to our Catholic Christian values and traditions We show respect for all religious beliefs and cultures We look for God in each other We are stewards of all creation We enliven the scriptures in our re-contextualised context	We use technology in a way that respects our Catholic Christian values We are committed to respecting the dignity of others through our online presence We use technology to promote a positive image of ourselves and our College

The community of St Benedict's College strives to:

1. Provide a just and positive environment for the development of each student within the College and wider community.
2. Encourage responsibility for personal decision-making and actions with respect for the rights and welfare of all.
3. Develop a sense of pride in oneself and the College community, striving for spiritual, intellectual, physical, and cultural excellence.

St Benedict's College maintains the expectation that all members of our community endeavour to uphold and celebrate the value and dignity of every person, maintain the good name and tradition of the College in the wider community and follow all College Expectations, guidelines, procedures, and policies. Our explicit College expectations are based on respect for ourselves, relationships, community, learning and tradition.

Respect and Care for Ourselves
Students of the St Benedict's College community are encouraged to:
- Respect themselves and others within the College and wider community
- Be honest, truthful, and trustworthy
- Be self-disciplined
- Be resilient
- Value the opportunity of education
- Set and work towards personal goals that are realistic and achievable

Respect and Care for our Relationships
As members of the St Benedict's College community we believe that:
- In our interactions with others we are kind, just, compassionate and inclusive
- We have the responsibility to lead by good example
- We demonstrate our acceptance of others and are supportive and encouraging of them
- Our caring behaviour will reflect the respect we have for the person and property of all

Respect and Care for our Community
Students of the St Benedict's College community will:
- Be aware that their actions reflect on them and the College
- Observe all community expectations in their actions e.g., public transport expectations and respect for the environment, sportsmanship
- Follow College guidelines
- Show courtesy and respect towards others within the College and wider community

Respect and Care for our Learning
Students of the St Benedict's College community will:
- Allow all students the opportunity to learn and teachers to lead learning
- Show personal responsibility for learning
- Participate and co-operate in class
- Show respect and courtesy towards College staff, students, and visitors
- Be punctual and arrive at class ready for learning

Respect and Care for our Tradition
Students of the St Benedict's College community will:
- Appreciate the need for an atmosphere of quiet reflection and prayer
- Participate in community prayer, feast days, liturgy, and spiritual formation opportunities
- Follow Church customs and practices with dignity, respecting the sacred space

In addition to our Big 5 College Behaviour 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*

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 days
- Start of school Pastoral Care periods daily
- Pastoral care periods, weekly throughout the year
- Time built into the first weeks of classes of the new school year for the explicit teaching of expectations, routines, and behaviours
- College assemblies reinforcing college engagement/behaviour expectations
- Year Level Assemblies followed by group practice in Pastoral Care classes
- New student orientation by the PL when they start
- Year 12 student leaders support younger peers to understand The Big 5 Expectations
- Staff maintaining a positive classroom and actively supervising
- Restorative Practices demonstrated and enacted by class teachers, Pastoral Leaders, Curriculum Leaders, Support Teacher Inclusive Education, Guidance Counsellors, College Leadership

Teaching style, attitude towards student progression, PB4L, RP, building relationship, knowing the students, a positive atmosphere in the classroom, pre-planned responses to manage off-task behaviour, established expectations and procedures, active supervision

Orderly entrance and start, seating plan, moving around the space, whole class instruction, individual instruction, exit cards, strategic use of School Officers.

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

The encouragement strategies in place for the College and classroom include:

College practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Spirit of St Benedict Award (Awards Day)	Class encouragers
Gold, Silver, Bronze academic awards	Points system for class reward
Spirit of St Benedict Award (Assemblies)	Pastoral Care Award
Academic Excellence Awards (Semesters)	Material reward
Academic Diligence Awards (Semesters)	Points system for class reward
Certificate/Award for material reward	Recognition at Year Level assemblies
Announcements on the College website	Praise/encouragement (verbal/written)
Parent/Teacher interviews	Phone calls, emails, or communication to parents/
Articles in the College Newsletter	Sharing work with others (Principal, Deputy, A.P.A., A.P.P., A.P.R.E., other year level classes, parents/carers)
Invitation to participate in Honoratus	Use of Restorative Practices
Facebook posts showcasing achievements	
Scholarships	

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 College include:
- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the College-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

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 College include:
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services

- Individual Behaviour Support Plan
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- The Check and Connect Mentoring Program – (Christenson et al, 2012)
- Partnerships with outside support agencies and specialists
- Functional Behavioural Assessment with associated plan

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 B includes a summary of practices that may be utilised.

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

De-escalation	Problem-solving	Restorative
Distract/re-direct to learning Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher/student conversation Work it out together plan – teacher and student Teacher/student/parent/carer meeting Teacher/student/leadership conversation	Apology Student contributes back to the class/college/community Restorative conversation Restorative conference Restitution

In addition, de-escalation crisis prevention and support strategies include:
- Set classroom expectations, routines, clear learning intentions and success criteria
- Seating plans
- Plan and provide engaging lessons and deliver them enthusiastically
- Student exit cards
- Use 10 essential skills for prevention, re-direction, and intervention (Appendix B Appendix D)
- Pastoral Leader contact with parent/carer to collect student to prevent the student's downward behaviour spiral from resulting in a formal sanction
- Minor behaviour – use classroom management skills, works through de-escalation and problem-solving responses, follow-up, contact home, enter record into Engage Database. Discuss with PL where

appropriate.

- Major behaviours – contact made with the Year Level Pastoral Leader/LE/APP/CLT. They will work with the student through de-escalation or problem-solving response. If necessary, the PL/APP/CLT will work through the Restorative Practices process or a formal sanction response. Actions and outcomes will be recorded in the Engage SBS Database.

SBC Formal Sanctions

- Detention – These may be before school, at lunch time or after school. All after school detentions require advanced notice to families and communication with the College Leadership Team. Parents/carers will be notified using email and/or telephone communication. Supervision arrangements are finalised with the Pastoral Leader or the APP, APA, DP.
- Suspensions – All suspensions are approved by the Principal or authorised delegate. Parents are notified through correspondence generated through Engage and by phone communication. The suspension record is completed by the PL, APP, APA, DP. The re-entry process is facilitated on the first day back and this meeting may include a representative from the College Leadership Team, parent/carer, student and Year Level Pastoral Leader.
- Negotiated Change of School – This would be considered after all process have been completed and such a move would benefit the student's education and/or the College's ability to operate. The College needs to be satisfied that all possible strategies have been exhausted. The decision making at this stage involves the College Leadership Team and Year Level Pastoral Leader. Parents/carers are requested to attend an initial meeting where possible pathways are discussed, and they will be informed of this meeting over the telephone and by email. A second meeting normally occurs in order to establish a successful transition.
- Exclusion – Where the student's behaviour continues to escalate and a negotiated change of school is not possible, an application to BCE for a formal exclusion may occur. This is facilitated by the College Principal, with the support of the College Leadership Team. This process would also involve parent/carer and student voice and the aim is to always try to set the student up for a successful transition.

For appeals, the College aligns to BCE processes.
A more detailed explanation of these formal sanction procedures is included in <u>*Appendix C.*</u>

Bullying and Cyberbullying – information, prevention, and College responses

The purpose of this section of our College 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 in face-to-face and online contexts.

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) (<u>Appendix E).</u>

Bullying is not:

- A 'one off' incident involving social isolation, conflict, random acts of aggression / intimidation or meanness;
- Conflict between two students where there is equal balance of power between students and both students want to find a solution to the conflict;
- A random act of hurt or harm against another without that student provoking the other;
- A random act of destroying property;
- Leaving someone out of an activity once because of different interests or skills;
- Standing up for others and reporting bullying behaviours;
- <u>Accidents</u> where there is no intention to hurt or harm.

Our whole-college approach to preventing and responding to student bullying and harassment

Our College uses the PB4L framework, Restorative Practices and the Australian Education Authorities resource *Bullying NoWay!* to assist our students, staff and college community to understand, educate about, prevent and respond to bullying and harassment.

Understanding Bullying and Harassment

The PB4L Effective Classroom Practices and Responses professional learning supports teachers with practical skills and strategies to improve planning for teaching and learning, classroom management and, building and sustaining positive relationships with students. Restorative approaches and collaborative problem solving are supportive ways to respond to student conflict, harassment and bullying in schools implemented by teachers in partnership with College Leadership and parents/carers.

SBC will ensure that all reported incidents of student bullying and harassment are recorded in Engage Student Support System (ESSS). This includes incidents identified in complaints from students, parents/carers. Allegations of bullying or harassing behaviours that appear to involve illegal activities such as violence, threats, intimidation, and inciting violence must be reported to the Principal, and will be recorded in Engage. Additionally, consideration must be given to BCE Student Protection Processes and obligations to make reports to statutory agencies.

Engage data is one source of evidence the College can use to plan and monitor the College's responses. The College SBS Plan must be updated whenever evidence suggests a change is required to ensure that the College's responses to student bullying and harassment are working effectively to reduce bullying and harassment incidents in the College.

Teaching about Bullying and Harassment

SBC uses 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.

Throughout the year the College provides education about bullying / cyberbullying and harassment. These could include but are not limited to:
- Bullying. No Way! Day celebrations
- Adopt-a-cop address to the whole College
- Assembly addresses on preventative strategies
- Year Level specific guest speakers
- Promoting the SBC Big 5 Behaviour Expectations Matrix
- Visual reminders of the SBC Big 5 Behaviour Expectations in classrooms
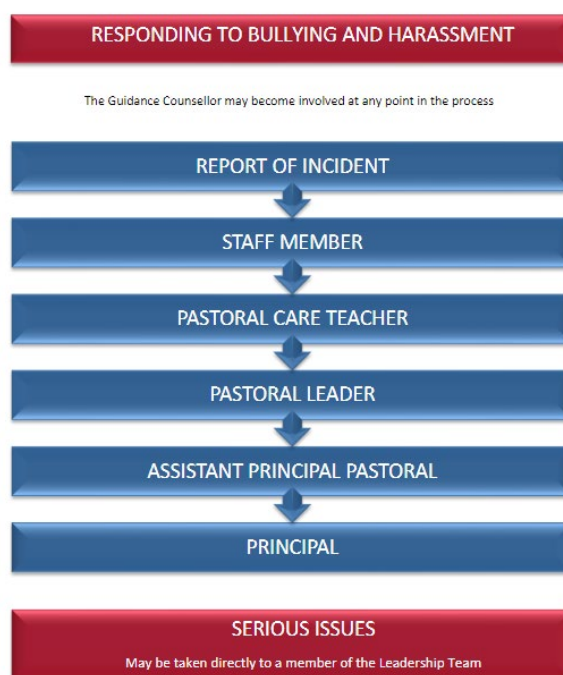- Explicitly teaching about conflict and bullying as part of the Pastoral Care program

Through pro-active, preventative strategies we:
- Cultivate a safe and supportive College environment through targeted and explicit teaching about bullying, harassment and bystander behaviour
- Use age-appropriate language to reinforce strategies and to seek help in the event of bullying or

harassment
- Focus on particular behaviours across the year, particularly linking with national initiatives, e.g. Bullying: No Way! Harmony Week, Wellbeing Week…
- Utilise external providers such as Brainstorm Productions to reinforce student understanding the implications of bullying/harassment and what to do / where to go to get help
- Teach students, through the ICT capability, about on-line etiquette and ways to manage social media
- Engage with individual students to ensure they have the necessary skills to identify and manage behaviours
- Provide professional learning for staff, as required.

Responding to Bullying and Harassment

RESPONDING TO BULLYING AND HARASSMENT

The Guidance Counsellor may become involved at any point in the process

REPORT OF INCIDENT

⬇

STAFF MEMBER

⬇

PASTORAL CARE TEACHER

⬇

PASTORAL LEADER

⬇

ASSISTANT PRINCIPAL PASTORAL

⬇

PRINCIPAL

SERIOUS ISSUES

May be taken directly to a member of the Leadership Team

1. Reporting procedures for students, families and staff of incidents of bullying and harassment.

   A student who feels they are being bullied or a person who is aware of the bullying of a student is encouraged to report the incident to a:
   - PC Teacher
   - Pastoral Leader
   - College Guidance Counsellor
   - Designated College Student Protection Contacts
   - A member of the College Leadership Team
   - Parents
   - Reports can be made in person, by phone or by email.

2. Responses to incidents of bullying and harassment.

   All staff must take all reports of bullying and harassment seriously and will:
   - **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/carer to inform them of the incident, give details of the College's immediate response, and how the incident will be followed-up. Contact appropriate College personnel (Principal and College Leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of conflict, 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 College's Student Behaviour Support Plan. Where possible, SBC will work towards a positive outcome where relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and parents/carers 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.

In situations where bullying or harassment occurs, the response of the College may include:
- Investigation by Pastoral Leader and/or a member of the College Leadership Team
- Contact with parents of all parties involved
- Implement Restorative Practice conversations to rebuild relationships
- Give the students who are bullying the opportunity to own, and then change their behaviour
- Referral to Guidance Counsellor to assist students to develop more appropriate social skills
- Implementation of a behaviour management plan for the individual student/s
- Apply disciplinary consequences and/or formal sanctions
- Provide ongoing support for students through Pastoral Leaders and Guidance Counsellors
- Incidents being recorded and tracked by the College through the Engage Student Support System Major behaviour – Bullying/Harassment

Preventing Bullying and Harassment

Bullying and harassment have no place at St Benedict's College. St Benedict's College is an authentic Catholic Christian community where Gospel values are evident and lived out in relationships and practices. The spirit of the College is that of a family which strives to provide a safe and positive learning environment for all. Young people need to know that bullying and being bullied is unacceptable and that there are adults who can, and will, support them to be empowered in order to bring about positive change. Our College Big 5 Expectations for everyone in our College Community are based on Respect and Care. An environment like that is diametrically opposed to one where bullying and harassment can flourish or should even exist.

Listed below are some of the ways SBC plans for and actively promotes a safe, supportive and inclusive College to prevent bullying and harassment. For e.g.:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive College culture where bullying is not accepted. E.g., Year Level assemblies and Pastoral Care programs, School TV resources, SBC TV.

2. Staff communication and professional learning: Staff will be 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. E.g., PB4L and RP professional Learning, Student protection training annually, SBC Staff Handbook, BCE Code of Conduct Staff briefings.

3. College staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. E.g., SBC Induction processes, Start of year staff professional development days, BCE professional learning Professional readings.

4. New and casual staff will be informed about our College's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. E.g., Orientation programs, On boarding processes, Student protection training annually, SBC Staff Handbook, BCE Code of Conduct, Staff briefings.

5. Communication with parents/carers: Our College will provide information to parents/carers to help promote a positive College culture where bullying is not acceptable and to increase parent's/carer's understanding of how our College addresses all forms of bullying behaviour. E.g., Parent Code of Conduct, Newsletter articles from P, APP, PL, PC, Bullying. No Way! Day, School TV, Parenting Ideas flyers, Bullying. No Way! Assembly with Harmony Day and Harmony Week celebrations, Wellbeing Week, Pastoral Care programs.

6. Explicit promotion of social and emotional competencies among students: Pastoral Care programs, HPE curriculum, Religious Education curriculum, Catholic perspectives.

7. The College Pastoral Care programs include elements of many programs - Positive Education Enhanced Curriculum, You Can Do It, Resilience Rights & Respectful Relationships, Be You, The Black Dog, Rock and Water, School TV - to prevent and address bullying.

Key contacts for students, parents/carers and staff to report bullying

Position	Name	Contact Telephone
Year Level Pastoral Leaders	Various	3385 8888 (and ask to speak with YLPL)
Assistant Principal Pastoral (Student Protection Contact)	Mr Tim Campbell	3385 8888
College Guidance Counsellor (Student Protection Contact)	Various	3385 8888
College Principal (Student Protection Contact)	Mrs Claire McLaren	3385 8888
College Deputy Principal (Student Protection Contact)	Mrs Alison Gilbert	3385 8888

Cyberbullying

Cyberbullying is treated at St Benedict'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 College 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.

Resources

The *Australian Curriculum* ↗ provides the framework for our college's anti-bullying teaching and learning activities. 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. Religious Education and the Religious Life of the College offer other avenues to explore our responsibilities as members of a Catholic Christian Community to fostering positive relationships and valuing the dignity of every person.

The following resources are also used in informing and developing students understanding of all aspects of bullying

- Bullying - No Way!
- Office of the eSafety Commissioner
- Guest presenters – experts in the field of Cyber Safety
- Positive Education Enhanced Curriculum
- You Can Do It! Education program
- Catholic Perspectives curriculum

Section C: Our Student Behaviour Support Data

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.

SBC uses Engaged behavioural data, together with other data sources, to make data informed decisions about student supports. This could include team meetings

- Universal Team (consisting of teachers and leadership) meet regularly to analyse universal college data and feedback to staff at meetings
- Targeted and Personalised teams (including Pastoral Leaders, STIEs, GCs & Leadership) meet regularly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

The accurate and timely collection of data, along with reflecting on its meaning is critical in establishing and maintaining an effective college-wide Student Behaviour Support Plan. For day-to-day matters, data is collected by each student's Pastoral Care (PC) teacher and Classroom Teacher (CT). Should they have any concerns or become aware of a trend the PC/CT teacher will inform other relevant stakeholders. This may include the student, their parents/carers, Year Level Pastoral Leader, STIEs, Guidance Counsellor, or the Assistant Principal Pastoral.

Any incidents or unique situations which require higher levels of support are recorded utilising the Brisbane Catholic Education Behaviour Support tracking function within the St Benedict's College Staff Portal by the appropriate member of the College's Pastoral Leadership Team.

Data collected is also utilised to identify trends in behaviour/incidents within either the whole College or a particular group within it. Depending on their nature, concerning trends that are identified can be addressed proactively in a variety of ways. This may include addressing through the formal Pastoral Care programs or through small group/individual intervention. The key roles in identifying trends and acting to address them are the Pastoral Care teachers, Year Level Pastoral Leader, Guidance Counsellors and the Assistant Principal Pastoral.

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Relevant Brisbane Catholic Education Policies

This procedure must be read in conjunction with: Student Behaviour Support policy; Student Protection policy; Student Protection Processes; Student Wellbeing policy; Student Diversity and Inclusion policy; Student Behaviour Support procedure; the school's Student Behaviour Support Plan; WHS Risk Management procedure; and Catholic Education Archdiocese of Brisbane Code of Conduct.

- Anti-Discrimination Act 1991 (Qld)
- Catholic Education Archdiocese of Brisbane Code of Conduct
- Child Protection Act 1999 (Qld)
- Code of Conduct
- Disability Discrimination Act 1992 (C'th)
- Disability Standards for Education 2005 (C'th)
- Education (General Provisions) Act 2006 (Qld)
- Student Attendance policy
- Student Behaviour Support policy

- Student Behaviour Support procedure
- Student Diversity and Inclusion policy
- Student, Parent, and Guardian Complaints Management policy and procedure
- Student Protection policy
- Student Protection Processes
- Student Wellbeing policy
- Student with Disability policy
- WHS Risk Management procedure
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools

Appendix A - Behaviour Definitions

Minor Behaviours
(Managed by teachers)

	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 canteen line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to peers in class
5	Uniform violation	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation	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	Late to class not late to school
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
(Managed by teachers plus Middle Leaders PL/CL and College Leadership Team)

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/ Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/ non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring /walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/ Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another	Stealing school or personal property

	Descriptor	Definition	Example
		person's property with the intent to destroy or permanently deprive the person of it	
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/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, e-Cigarettes, cannabis, alcohol, nicotine, prescription or other chemical drugs, drug related equipment
13	Weapons Use/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/Possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal/ Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

Appendix C: Formal sanctions

St Benedict's College Student Behaviour Support Plan is underpinned by Brisbane Catholic Education's Student Behaviour Support Policy and Student Behaviour Support Procedures.

The SBC SBSP must be read in conjunction with SBC's other Policies/Procedures that pertain to Student Wellbeing and College operation as well as BCE system policies and procedures.

Responding to Unproductive behaviours

Even with our positive approach to teaching/learning and promoting/supporting appropriate behaviour, some problem 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 other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

To correct behavioural "errors", we have the PB4L framework coupled with Restorative Practices in place that enables staff to efficiently and effectively respond to a range of unproductive / inappropriate behaviours, from Minor unproductive behaviours to chronic persistent minor behaviours and to Major unproductive behaviours that hinder learning. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant referral, with leadership partnering with the class teacher. The definitions of teacher managed behaviours (Minors) and teacher plus leadership managed behaviours (Majors) have been included in Appendix A.

The teacher is the key problem solver when responding to Minor behaviours. Teachers typically respond to Minor behaviours using best practices that include reminders of expectations, re- directing to learning, re-teaching behaviours, contacting parents/carers, logical consequences and recording the information in the Engage student database. Appendix B includes a summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be used respectfully, calmly and with professionalism.

The purpose of Appendix C is to describe St Benedict's College's (SBC) standards for managing formal sanctions in response to student misbehaviour under BCE's School Student Behaviour Support policy.

Formal sanctions include the following:
1. Detention
2. Suspension
3. Negotiated Change of School
4. Exclusion

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

Definitions

Detention - Any period when a student is required to remain at school, in a location or in an activity, in 'non-class' time, such as recess, recreation time, or before/after school.

Duty of care - The care that prudent and concerned parents/carers would take of their own children in particular circumstances

Detention can be used as a deterrent to signal to a student that their unproductive behaviour will be met with an immediate consequence. A detention must be constructive, age and developmentally appropriate, and supervised. There is no specific appeals process for a detention. The Principal will manage complaints under the Student, Parent and Guardian Complaints Management policy and procedure.

Staff will ensure the use of student detention is consistent with the College's processes as detailed in the SBC Student Behaviour Support Plan.

When to use detention

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours.

During a detention the time should be used to:

- repair relationships
- apply Restorative Practices
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours.

The teacher giving the detention must provide supervision of the student.

Before school or after school detention is only used as a last resort.

Duty of care

Schools must consider their duty of care to the student, including ensuring that families are given adequate notice. If detention jeopardises a student's safe transport home, the detention must be postponed until alternative arrangements can be negotiated with the student's family.

Appropriate use of detention

Schools must meet the following requirements:

- a detention may only be sanctioned by a member of the Leadership Team in consultation with the employee who has nominated a student for that detention
- the location of the detention is to be appropriate and observable. However, it must not be so public that it makes an example of the student e.g. outside the Pastoral Leader's office, outside the A-block or B-block staff rooms
- the student is to be observed and supervised by a member of the leadership team or the employee who gave the detention for the duration of the detention
- the student's safety and wellbeing needs are addressed, and the student is given appropriate access to food, drink and toileting facilities
- the period for a detention needs to reflect the student's age and developmental stage and the type of response required for the unproductive behaviour
- employees must ensure they respect professional boundaries in their interaction with the student
- detention is not an ongoing method of behaviour support. Schools must monitor detention data to inform positive behaviour supports for students
- students with multiple detentions are to be referred for behaviour supports
- • data should be collected by the College to inform decision-making.

Performance

A detailed review of the College's Detention procedures is required every two years, with a high-level check performed annually.

Suspension

Definition

Suspension - is the temporary, full-time, or part-time withdrawal of a student from the College and/or College related functions for a defined period. Suspensions can be conducted as an in-college suspension or an out-of-college suspension.

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. Suspensions will be recorded in BCE's Engage Student Support System Suspension Register.

When to use 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 the college
- 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 the college.

Suspension may occur, if decided by the Principal or authorised delegate – DP, AP, PL, after they have:
- ensured that other appropriate and available student support strategies and response options have been applied and documented
- ensured that appropriate support personnel, both within the college and externally (if appropriate), are involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension
- recorded all action taken in the Engage Student Support System Suspension Register.

A Principal may suspend a student for:
- 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
- breach of the College's Student Behaviour Support Plan
- students who seriously breaches The College's Big 5 Behaviour Expectations.

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 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 college 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 must be reported to the police
- verbal abuse: Principals must take developmentally appropriate expectations into account in relation to verbal abuse by a student.

A suspension record will be completed in the Engage Student Support System Suspension Register for each student suspended.
- In the Engage Student Support System there are different types of suspensions recorded:
- less than 1 day, a Pastoral Note in the ESSS will suffice as the record suspension

- one to two-day suspensions,
- three to ten-day suspensions and
- suspensions of more than ten days.

Any single suspension cannot exceed 10 school days without being referred to the Head of School Progress and Performance, through the Senior Leader – School Progress and Performance.

Suspension can be part-time, in which event the student is not permitted to attend the College 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.

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.

Suspension must not to be used as a response to poor attendance.

Communication of a Suspension

The Principal or authorised delegate – DP, AP, PL will inform the student and their parent/carer of the grounds on which the decision to suspend has been made. The student and parent/carer will then be given the opportunity to respond. The conditions relating to the suspension will 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.

Notification to families for a day or more suspension options:
- A student will not be sent out of the College before the end of the school day without the parent/carer being notified, and, if necessary, agreement reached about arrangements for collecting the student from the College. The notification must be delivered by a safe method to ensure delivery.
- Notification can take place by phone to a parent/carer, who must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time.
- Notification can take place by email to alert the parent/carer to the suspension if the phone call has been unsuccessful. The parent/carer must also be notified of the suspension letter generated in the Engage Student Support System, within a reasonable time.

In all cases, the written suspension notification will:
- indicate the reason/s for the suspension
- advise the length of the suspension, the start date and time, the expected return date
- outline the responsibility of the parent/carer 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 college
- indicate the importance of the parent/carer working cooperatively with the College in resolving the matter
- request a re-entry meeting/discussion with the student and their parent/carer
- refer parent/carer to the College's published Student Behaviour Support Plan
- include details of the right to appeal of the student and parent/carer as outlined in the SBC SBSP.

While a student is suspended from the College (out-of-school suspension), families have responsibility for their child. Families need to know that their child may not attend the college or college-related functions/activities/sports. 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 the college), the Principal is to inform the Senior Leader – School Progress and Performance.

Engage Student Support System

All suspensions that are a full day or longer will be documented in the Engage Student Support System (ESSS) Suspension Register. As soon as is practical after a suspension takes place, the Principal will ensure that a full report is written on the background and reasons for suspension, with the period of suspension clearly specified.

The Engage Student Support System facilitates this process by:
- producing a letter to the family and/or student that fulfils the above requirements
- notifying Guidance Counsellors, Senior Leaders and/or Heads as appropriate. The Principal may ask the Senior Leader and/or Guidance Counsellor for assistance in the return to school process.

Return to school

As part of the return to school process, the Principal or authorised delegate will organise a meeting/conversation (Re-Entry) with the student and/or the family to discuss the basis of maximising successful reintegration into the College before the student returns to the College. The aims of this meeting/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 College, the student, and the student's family for the response that the College is taking
- outline the return to school plan, goals, and follow-up evaluation for the student's return to the college.
- It is recommended that the return to school meeting should be before the student's return to school date, and will usually take place in the College, facilitated by the Principal or authorised delegate. In circumstances where a family member is unable to attend the College in person, a telephone conference is adequate. In instances where there has been a problematic relationship between the family and the College, the Principal may find it beneficial to call upon a third party such as the Senior Leader - School Progress and Performance or Guidance Counsellor, to facilitate the meeting.

If, despite the College's requests, families are unwilling to attend a return to school meeting, the Principal will refer the matter to the Senior Leader - School Progress and Performance.

Alternative options may need to be considered to facilitate the student's return to the college.

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

Appeals

As part of the suspension procedure the family has the right to respond to or appeal a suspension. Any response or appeal must be submitted in writing.

Appeals for suspensions for less than three days should be directed to the Principal.

For suspensions more than three days the appeal should be directed to the Senior Leader - School Progress and Performance.

The Principal or Senior Leader - School Progress and Performance, gathers any additional information to respond to the appeal and allows the student/family to consider this information and to provide a response. The Principal or Senior Leader - School Progress and Performance then confirms, varies, or sets aside the decision to suspend the student following consideration of the appeal. The Principal or Senior Leader must securely retain relevant documentation as a confidential record for seven (7) years after the suspension.

Complaints

Complaints about student suspension, including College decisions and processes, must be managed by the College under the BCE Student, Parent and Guardian Complaints Management procedure.

Exclusion

The purpose of this procedure is to describe St Benedict's College's (SBC) standards for excluding students from participating in our college, as a formal sanction under BCE's Student Behaviour Support policy and as used in BCE's School Student Behaviour Support Plan.

St Benedict's College Student Behaviour Support Plan details the college's exclusion processes. Because of the serious long-term consequences for the student and the family, exclusion will be considered only as a last resort. As a College we are aware of and will consider the legal and equity issues applying to the exclusion of students with a disability, marginalised students, and students in out-of-home care, and consult with the appropriate BCE employees, including the Senior Education Officer -Inclusive Education/Student Wellbeing and/or BCE Legal Counsel.

SBC will demonstrate that it has made efforts to identify and address the cause of the behaviour and have documented the range of intervention strategies or supports that have been tried before deciding to progress to a recommendation to exclude a student. The student and the student's family will be informed of the processes involved in applying for exclusion, as well as of the enrolling parent's/carer's right to cancel the student's enrolment at the College. Where a family exercises the right to cancel the student's enrolment and move the student to a new school prior to a decision being made in relation to the recommendation to exclude the student, the Principal or delegate will try to facilitate the transition to the new school, if there is a request from the parent/s / carers to do so. The Principal will document this in the student's file.

Roles and Responsibilities

The Principal will ensure information on the school's approach to and use of exclusion for students is made available to students, parents and guardians e.g. parent portal. Manage complaints about student exclusion under the Student, Parent, and Guardian Complaints Management policy and procedure.

When to use exclusion
Exclusion is the full-time withdrawal of a student's right to attend a school and school-related functions, on the authority of the Learning Services Executive. 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.

Accountability requirements

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 must 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 college's Student 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.

Required processes

The Principal must:
- consult with the Senior Leader-School Progress and Performance
- place the student on suspension for a maximum period of ten (10) 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 must 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 is to 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.

The Senior Leader -School Progress and Performance must:
- consult with the Principal

- make themselves available for a meeting with the family, if required
- forward the recommendation to the Learning Services Executive. The Head of School Progress and Performance must consider all the information provided and forward the recommendation for exclusion, together with their own recommendation and the provided documentation, to the Learning Services Executive for determination.

The Learning Services Executive:
- will consider the recommendation for exclusion and may consult with the Principal, Senior Leader - School Progress and Performance, and Head of School Progress and Performance
- provides an opportunity for the student and the student's family to meet with the Learning Services Executive
- after consideration of all the information provided, makes the decision as to whether to exclude the student. A decision for an exclusion will be made as soon as practicable following the submission reaching the Learning Services Executive. This process may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

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

Appeals against an exclusion

An appeal against an exclusion must be submitted in writing to the Executive Director within fourteen days of the decision being communicated to the student and/or the student's family. The Executive Director refers the appeal to the Learning Services Executive to conduct the review. As part of the review process, the Learning Services Executive gathers any additional information required to address the points raised in the appeal and if considered necessary, provides an opportunity for the family and/or student as well as the school to respond to or clarify any additional information provided in the appeal request. Following the review of the decision to exclude, the Learning Services Executive provides the Executive Director with relevant documents, and a recommendation as to whether the exclusion should be confirmed, amended, or set aside. The Executive Director will then decide to either confirm, amend, or set aside the decision to exclude the student.

Appendix D: 10 Essential Skills of Classroom Management

Essential Skills in classroom management are not a substitute for well-planned, innovative and engaging curriculum. Teachers need to establish order in their class and respond fairly and flexibly to student management issues. The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007).

The 10 Essential Skills for Classroom Management comprise of:

1. Establishing Expectations – to clearly articulate and demonstrate the boundaries of pro-social behaviour.
2. Giving Instructions - give a clear direction about what to do.
3. Waiting and Scanning – wait 5-10 seconds after giving an instruction, giving students time to process the direction, then act.
4. Cuing and acknowledgement – acknowledge students' on-task behaviour with the intention of prompting another to follow suit.
5. Body Language Encouraging – intentionally use your body language to encourage students to remain on task.
6. Descriptive Encouraging – encourage students to become aware of their competence by commenting on their behaviour.
7. Selective Attending – intentionally give minimal attention to off-task behaviour.
8. Redirection to The Learning – prompt on task behaviour.
9. Giving Choices – respectfully confront the disruptive student with the available choices and their natural consequences.
10. Following Through – resolute, planned action in the face of on-going disruptive behaviour to the learning/teaching environment.

Appendix E: Bullying is… Harassment is…

Bullying:
- is a deliberate intention to cause distress to another
- causes distress for the recipient which may be physical, psychological, or social or involve damage to reputation or property
- is directed towards a specific person or group
- is evident where there is a repeated pattern of attacks
- is evident where there is an imbalance of power between those bullying and the recipient
- is evident where behaviour is unreasonable and unjustifiable
- is evident when the recipient usually finds it difficult to leave or avoid the bullying situation without personal cost
- can be done by one person or a group
- can be done in person, by manipulating others to take part, or by electronic means such as e-mail, SMS messages or chat rooms

Bullying behaviours include:
- direct physical attacks
- name calling, belittling, insulting someone
- making racist remarks
- trying to damage someone's reputation by spreading rumours
- using verbal or non-verbal put downs
- playing practical jokes
- damaging or hiding property
- using physical intimidation such as blocking the walk or bumping someone
- encouraging other to socially exclude the recipient
- cyber bullying
- accusing someone of things they haven't done

Bullying is not
- a disagreement between students where both have the same power
- mutual conflict where both parties are upset and usually both want a resolution to the problem
- social rejection where someone decides not to be friends with someone anymore. Only when social rejection involves deliberate and repeated attempts to cause a specific student distress is it categorised as bullying.

Harassment
- is unwanted and one-sided words or actions towards another that demean, annoy, alarm or abuse
- is name calling, belittling, insulting someone
- is making racist remarks
- is threatening violence
- is trying to damage someone's reputation by spreading rumours
- is using verbal or non-verbal put downs
- may be deliberate or unintentional
- may involve a single incident or an ongoing pattern of behaviour
- may be verbal, written, via SMS, email or chat rooms

Where harassment is part of an ongoing pattern of behaviour where intentional acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying.
Violence
- includes hitting, pushing, slapping, pinching, biting, punching, kneeing, elbowing, hair pulling,

thumping, Chinese burns, tripping, kicking, tackling, wrestling, throwing, use of weapons

Where violent acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying.

Appendix F: SBC Behaviour Expectations Matrix

St Benedict's College Behaviour Expectations Matrix

At All Times / In All Settings		Learning Settings / Co-curricular Activities	College Community / Wider Community	Digital Technologies / Online
We look for God in all things We listen We are resilient We are adaptable We are self-disciplined We are kind We have a positive attitude We are honest and reliable We are enthusiastic and optimistic We are grateful and express it We are patient We think before we speak or act We take ownership of our choices, words, and actions We are respectful and courteous We strive to reach our potential We have the responsibility to lead by good example	**Ourselves**	We are prepared, punctual and presentable for learning and activities We take personal responsibility for our learning, words, and actions We persevere in the face of learning difficulties with a growth mindset We set, and work towards achieving our goals We strive for spiritual, intellectual, physical, and cultural excellence We use manners	We respect the College/community environment and resources We represent our College with pride through our attitude, behaviour, involvement, and appearance We act safely and are considerate when using roads and travelling on public transport We move around the College in a safe manner using designated pathways We model servant leadership to those who we encounter	We use technology and social media positively We protect the privacy of ourselves and others We are responsible for our screen time We are respectful and cybersafe We honour our commitment to the *Student device and internet resource agreement* We store mobile phones in our lockers during school hours and school activities
We are kind, just, compassionate, and inclusive We are respectful of the rights and welfare of all We are accepting, supportive & encouraging of others We are patient, gentle and always open to forgiveness	**Relationships**	We respect and care for relationships We care for our wellbeing and the wellbeing of other's wellbeing We engage with Positive Behaviour For Learning and Restorative Practices We engage willingly and enthusiastically in independent and collaborative learning We speak and act respectfully	We actively support and encourage others and celebrate their achievements Engage with members of the community in public places positively We respect all public spaces We act safely and responsibly We courageously and positively support peers in their behaviour choices	We are kind and respectful We respect boundaries We report abuse/inappropriate material or actions We think before we share, post, click, or send We support others in developing positive and productive online relationships
We understand that College Expectations apply in all environments We live our faith by serving others We are self-aware We have respect for the person and property of all Keep to the left on pathways and stairs We are collaborative We follow College Expectations, procedures, and safety guidelines We have pride in being part of the community We build a just and positive environment We lead by good example We play and act fairly We honour the significance of the occasion	**Community**	We take pride in our College and appreciate what is provided for our education We show commitment, fairness, graciousness, and College spirit We show courtesy and respect within the College and wider community We purposefully contribute to social justice activities	We make our College environment peaceful, safe, clean, and inclusive We follow College Expectations, procedures, and safety guidelines We are active and positive members of the local community We contribute talent, time, and effort to enrich our local area Whenever possible we reduce, reuse, and recycle	We are responsible digital citizens We act lawfully and follow guidelines We contribute to a safe and positive online environment We report inappropriate material/posts We commit to protecting all members of our community in digital spaces
We are lifelong learners with a growth mindset We respect other's right to learn We participate to the best of our ability We work independently and interdependently We value and embrace opportunities to learn We help others We listen with the ear of our heart to understand and respond to the word of God The Benedictine value of hard work is required for success	**Learning**	We allow all students the opportunity to learn and teachers to lead learning We complete and submit homework, drafts, and final assessments on time We acknowledge the rights of others to hold and express their views We take responsibility for continuing our learning outside school hours We know what to do to be successful and seek assistance/feedback when required We engage in all learning opportunities and are open to new ways of thinking and doing	We follow instructions, procedures, and routines Build networks within the local community We challenge injustice respectfully We use student voice to improve our learning experience and outcomes	We follow College technology expectations to ensure we are responsible learners We abide by the College Academic Integrity policy We use College laptops for school/learning purposes only We are committed to developing our IT capabilities to assist our learning We use appropriate technology in learning activities and assessments
The word of God is the foundation on which we build our lives We have a deep respect for ourselves knowing we are made in the image and likeness of God We try to always live our Benedictine values We act with compassion and humility We participate respectfully in College religious celebrations We appreciate the need for an atmosphere of quiet reflection and prayer We are true to our Catholic Christian tradition and in dialogue to wider faith contexts and values We try to always live our Benedictine values: working in service with others, balancing life with prayer and work, as community who seeks God in all things	**Tradition**	We are proud of and true to our Catholic Christian values and traditions We contribute positively to the story of our College We participate in prayer, liturgy, spirituality days, feast days, and spiritual formation We respect the dignity of each person We value the opportunities that our College and community offers We listen to hear, understand, and respond to the word of God We learn about our Faith, so we make decisions with an informed conscience We help the poor and marginalised	We participate respectfully in religious celebrations and respect sacred spaces We are true to our Catholic Christian values and traditions We show respect for all religious beliefs and cultures We look for God in each other We are stewards of all creation We enliven the scriptures in our re-contextualised context	We use technology in a way that respects our Catholic Christian values We are committed to respecting the dignity of others through our online presence We use technology to promote a positive image of ourselves and our College

Appendix G: Classroom Management Overview

What is classroom management?

Classroom management consists of all the things that teachers do to create a safe and supportive learning environment where all students can learn to their potential. Research has consistently demonstrated the relationship between effective classroom management, academic achievement, and teacher and student wellbeing. Students learn best in orderly environments with clear expectations in place, and where all students feel valued.

This information sheet provides an overview of the recommended practices for classroom management used in Queensland state schools, but are applicable in all classrooms. The visual below depicts the components of effective classroom management demonstrated by research to reduce rates of problem behaviour and increase student engagement with learning.

Positive relationships underpin effective classroom management

Building positive relationships helps to create a positive classroom environment that supports student learning and engagement. Teachers model open and respectful communication and interaction, so that all students feel welcome and safe in the classroom. The teacher–student relationship is critical and balances care for the individual with the teacher's role as a leader in the classroom. Students respect and trust teachers who set clear expectations for behaviour, believe that all students can achieve, and who demonstrate fairness and consistency.

What is classroom organisation?

A well set up classroom takes into consideration teacher and student movement patterns, access to materials and the ability for students to see presentations and important information. It also ensures that students can see the teacher and that the teacher can see all of the students. Classrooms that are well designed are engaging and are set up to minimise distractions.

Classroom organisation is enhanced when procedures for accomplishing classroom tasks are put in place. Procedures form routines that help students meet the school and classroom expectations. Students who learn to follow routines will become more independent and socially competent and have a greater sense of security. The ultimate aim of teaching routines is for students to become self-managing, with less and less need for adult prompting and assistance over time.

What is differentiated teaching and learning?

Every classroom contains students with a wide range of abilities, interests, and backgrounds. Schools provide differentiated teaching to respond to the diverse learning needs of all students as a regular part of providing the curriculum. Differentiation provides a structured approach to teaching and learning that enables teachers to respond to and cater for the diverse needs of their students. It involves developing and implementing strategies that provide students with many ways to participate and access the curriculum and to demonstrate their learning.

Teachers are able to differentiate teaching and learning through:

Content – the curriculum (what students will learn)

Process – the way the content is presented (how students will learn)

Product – the ways students are able to demonstrate their knowledge (what students produce)

Learning environment – the way the classroom environment supports differentiation of the content, process and product

Why are behavioural expectations needed?

Having clear expectations for behaviour in every classroom helps to:
- create a positive classroom environment
- provide all students with a sense of security
- reduce student anxiety
- maximise learning time
- enable student self-monitoring
- support positive behaviour
- ensure consistency.

Teachers establish rules for the classroom based on the schoolwide expectations. The rules are taught and regularly referred to. Signs and posters are often used to prompt students to use the rules. We can all support positive student behaviour by talking to children about the rules and the reasons why they are important at home and school.

Why teach social skills?

Schools recognise the need to teach students the social skills they need for success, in exactly the same way that academics are taught. Examples of social skills that students need for school success include:
- using manners
- listening to others
- coming prepared to learn
- asking for help
- following instructions
- accepting feedback
- staying on task
- contributing to discussions
- waiting for a turn.

Teachers also help students to develop emotional competencies such as regulating emotions and developing positive peer relationships. Once skills are taught, teachers provide opportunities for students to practise and give positive acknowledgement when students use the skills.

What is positive reinforcement?
Positive reinforcement is about acknowledging students when they display positive behaviour. Everyone needs positive feedback in order to learn and keep using behaviours or skills. Behaviour is reinforced when we are provided with something we value following a desired behaviour. Positive reinforcement includes verbal praise, non-verbal acknowledgement, earning of tokens, provision of tangible rewards, or opportunities to perform a task or participate in an activity. One of the quickest and easiest ways used by teachers to improve classroom behaviour is by pointing out when students do the right thing.

How do teachers encourage active engagement?
Actively engaging students results in decreased disruptive behaviour and increased on-task behaviour. Teachers encourage student engagement by getting to know students and providing differentiated instruction at the correct level. While teachers always try to make work interesting, it is also important for students to learn that at times we all need to do work that we don't particularly like. Teachers encourage students to engage in non-preferred tasks by explaining why certain tasks are important, including choices, being empathetic, and reminding students that there are other times during the school day for students to work on more preferred tasks.

What is active supervision?
Active supervision comprises three components: moving, scanning, and interacting. Teachers who move around the classroom, pay attention to what is going on in the room, and interact frequently and positively with students have been shown to have fewer disruptions to learning in their classrooms. Active supervision allows teachers to provide feedback to students on how well they are following the classroom expectations, as well as allowing for the provision of immediate learning assistance.

Why are consistent and fair consequences needed?
It is important that teachers respond consistently to problem behaviours using fair, logical, and predictable consequences. The purpose of a consequence is to correct and teach; therefore teachers aim to reteach the expected behaviour when a consequence is necessary. Consequences are selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

Further information
Classroom management in every school aligns with the whole-school framework for behaviour support. Schools develop a Student Code of Conduct in consultation with their local community, which sets out how schools support positive student behaviour. A copy of this can be downloaded from school websites.

The majority of classroom-related problem behaviours will be successfully prevented and addressed when teachers use the practices explained in this information sheet. Schools work in partnership with families and the community to support student learning, wellbeing and behaviour.

When ongoing concerns about student behaviour have been identified, schools work with parents and caregivers to look at underlying reasons for the student's behaviour, and develop strategies to support the student. This may involve specialist staff, such as the guidance officer or year level coordinator.