<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Rationale</td>
</tr>
<tr>
<td>3</td>
<td>St Benedict’s College Context Statement</td>
</tr>
<tr>
<td>4</td>
<td>Consultation and data review</td>
</tr>
<tr>
<td>4</td>
<td>Beliefs About Learning and Behaviour</td>
</tr>
<tr>
<td>5</td>
<td>Whole School Expectations</td>
</tr>
<tr>
<td>6</td>
<td>Roles, Rights and Responsibilities (of school community members)</td>
</tr>
<tr>
<td>6</td>
<td>Universal Behaviour Support (proactive and preventative)</td>
</tr>
<tr>
<td>10</td>
<td>Targeted Behaviour Support</td>
</tr>
<tr>
<td>10</td>
<td>Intensive Behaviour Support</td>
</tr>
<tr>
<td>11</td>
<td>Consequences for inappropriate student behaviour</td>
</tr>
<tr>
<td>14</td>
<td>Suspension</td>
</tr>
<tr>
<td>15</td>
<td>Exclusion</td>
</tr>
<tr>
<td>16</td>
<td>Process for Appeals</td>
</tr>
<tr>
<td>17</td>
<td>Data Collection</td>
</tr>
<tr>
<td>17</td>
<td>Links to BCE policies / guidelines</td>
</tr>
<tr>
<td>17</td>
<td>Bullying and Cyber-bullying</td>
</tr>
<tr>
<td>18</td>
<td>Some related resources</td>
</tr>
<tr>
<td>19</td>
<td>Appendix</td>
</tr>
</tbody>
</table>
Rationale

St Benedict’s College upholds its commitment to quality education through the promotion and consistent implementation of the Behaviour Support Policy (BSP). This policy, developed collaboratively through consultation with the various stakeholders of the school community (College Leadership, teachers, school officers, parents, students and school support personnel), reflects not only the values and beliefs of this community, but also upholds the basic principles and guidelines of Brisbane Catholic Education Student Behaviour Support Policy. The practices within are consistent with Professional Standards for Teachers (National and State), Principles of Effective Teaching and Learning, the National Safe Schools Framework, and with the philosophy of inclusivity regardless of gender, culture and diverse abilities.

There is emphasis throughout this policy on the compliance to acceptable social standards of behaviour that promote a supportive and safe learning and working environment at our school. The policy also focuses on the promotion and development of rights and responsibility for all school community members, encouraging personal accountability for behaviour and the ability to uphold responsible behaviour both within and outside the school environment. The St Benedict’s College values of Service, Balance and Community highlight the commitment of and to all members of our community. Like other key learning areas in the school curriculum, socially responsible behaviour is a vital skill for students’ current and future success. Through the implementation of the Behaviour Support Policy at St Benedict’s College, behaviour and resilience as a personal attribute will be addressed and developed both implicitly and explicitly.

St Benedict’s College: Contextual Statement

Vision and Mission

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, 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 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

God in All Things
Consultation and Data Review

The College commits to continued consultation, data review and ongoing professional development to ensure that the Behaviour Support Plan is relevant, effective and widely understood throughout the College community.

Consultation in the design of the plan has included:

- Review of Current practice: APA, BCE Education Officer: Student Behaviour Support (Melissa Graham) (April 2013)
- Staff: context / intro to WSSBSP (May 2013)
- Staff feedback on proposed Whole School Expectations (July 2013)
- Staff: Whole School Expectations ratified (August 2013)
- Parent: feedback on Whole School Expectations (August 2013)
- Staff feedback and consultation on:
  - Determining Roles, Rights and Responsibilities (October 2013)
  - Universal Behaviour Support Strategies (October 2013)
  - Table of Awards (October 2013)
- Student representatives: review and feedback on Whole School Expectations
- Parent representatives: review and feedback on Whole School Expectations
- Student body: launch of Whole School Expectations
- Parent body: launch of Whole School Expectations
- Staff: table of awards / positive behaviour reinforcement
- P&F proposal support positive behaviour reinforcement

To ensure that all staff are aware of and able to implement the plan, 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. Activities to facilitate student understanding of the plan will be integrated into student induction programs.

A committee reflecting the perspectives of the major College stakeholders will complete reviews. It will involve collecting data on the effectiveness of the BSP (both anecdotally and through the student behaviour data) collected progressively.

The College BSP 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. Reviews will involve a variety of stakeholders within the College community and will include: College Administration, staff, parents and students.

Beliefs About Learning and Behaviour

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.
Whole School Expectations

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 member 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 guidelines, procedures and policies. Explicit College expectations are based on respect for our: selves, 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 eg 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
Roles, Rights and Responsibilities (of school community members)

All members of the St Benedict’s College community play a role in facilitating positive behaviour and responding to inappropriate behaviour. It is through a strong, genuine and constructive partnership between student, College staff and parents/guardian/family that this most effectively occurs.

At St Benedict’s College we expect that students will:
- Take responsibility for their own behaviour and learning
- Demonstrate respect and care for themselves, relationships, our community, learning and our traditions
- Strive to maintain a safe and support environment, which is conducive to learning
- Cooperate with staff and others in authority.

At St Benedict’s College we expect that parents / caregivers will:
- Show interest in their child’s schooling and progress
- Work with the College to achieve the best outcomes for their child(ren)
- Support College staff in maintaining a safe and supportive environment for all students
- Initiate and maintain constructive communication and relationships with College staff regarding their child’s learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

At St Benedict’s College we expect that staff will:
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents / caregivers
- Promote skills of responsible self management within all students
- Proactively address concerns with student behaviour and wellbeing

Universal Behaviour Support (proactive and preventative)

At St Benedict’s College we believe that the promotion of appropriate behaviour is generally a more positive and successful method of managing student behaviour than reactively correcting behavioural incidents after they occur. The Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines support this philosophy.

Establishing Behaviour Expectations at St Benedict’s College

There are many ways in which staff effectively establish the behaviour expectations of our students. Some of these are:
- Explicit teaching of the Five Whole School College Behaviour Expectations
- Lessons with in the PC program focussing on relationships / conflict resolution etc (year outline of this program attached as Appendix 1)
- Consistent implementation and follow-up on College expectations
- Modelling expected behaviour with students
- Reinforce positive behaviours (examples are listed below under the heading St Benedict’s College Positive School Culture)
- Displaying the school and classroom expectations clearly and regularly referring to them by making links between day-to-day behaviour and the 5 Behaviour Expectations
- Ensuring explanations of whole school and classroom expectations (i.e. what do they look like, sound like, feel like).
- Implementing appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected and the relevance of a consequence
- Empowering students to take responsibility for their actions
- Providing flexibility to allow for unforeseen circumstances or students with needs
- Maintaining effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and teachers at the start of each year
St Benedict’s College Positive School Culture

Every week the St Benedict’s College community gathers for alternating Whole College and Year Level assemblies. During both of these times we create and enrich our positive school culture through celebration, prayer, class presentations, awards, rule and anti-bullying reminders, and by raising awareness of current College events.

Staff utilise a wide range of strategies to acknowledge students. These are reviewed on an annual basis, to support our positive school culture and may include:

- Praise/encouragement (Verbal/Non-verbal/Written)
- Individual/group goal-setting
- Public display of work (breezeway notice boards, classroom, resource room, student reception)
- Individual class or Year Level acknowledgment
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, Deputy, A.P.A., A.P.R.E., peers, parents)
- Teacher evaluations (Marks/Comments on work)
- Celebrations (birthdays, extra-curricular / "outside" achievements)
- Articles in St Benedict’s College Newsletter – fortnightly electronic publication

We acknowledge students’ efforts and results in academic, sporting, behavioural and cultural contexts in a variety of ways at our College. The following St Benedict’s College Table of Awards provides examples of the variety of awards that are utilised to acknowledge the achievements of students within the College.

St Benedict’s College Table of Awards

<table>
<thead>
<tr>
<th>Timing</th>
<th>Award</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice / Term</td>
<td>SBC Values Award</td>
<td>- To celebrate and acknowledge the College values of Service, Balance and Community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nominated by: any member of staff</td>
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<td></td>
<td></td>
<td>- Awards are presented at a Whole College Assembly.</td>
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<td></td>
<td></td>
<td>- A maximum of 3-5 awards will be distributed of each of these occasions.</td>
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<td></td>
<td></td>
<td>- A staff member can nominate any student for a specific achievement (via a nomination sheet).</td>
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<td></td>
<td></td>
<td>- Acknowledges achievements made by students in a public forum.</td>
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<tr>
<td></td>
<td></td>
<td>- Awards should be for academic achievement, arts achievement or personal or social development areas reflecting the College values of Service, Balance and Community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Recipients are presented with a certificate</td>
</tr>
<tr>
<td>Semester Awards</td>
<td>Diligence Award</td>
<td>- To celebrate and acknowledge students who always work hard to succeed in their subjects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nominated through: SRS Semester Reports – effort result</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Awards are made following Semester Academic Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Recipients achieve a “Consistent” rating for Effort in a majority of subjects (calculated by algorithm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Awards are made twice a year at Whole College / Year Level Assemblies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Recipients are presented with a certificate</td>
</tr>
<tr>
<td>Semester Awards</td>
<td>Academic Achievement Award</td>
<td>- To celebrate and acknowledge students who have consistently achieved high academic results across all subjects in a Semester.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nominated through: SRS Semester Reports – academic A-E results</td>
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<tr>
<td></td>
<td></td>
<td>- Awards are made following Semester Academic Reports</td>
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<tr>
<td></td>
<td></td>
<td>- Awards are made twice a year at Whole school assemblies</td>
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<tr>
<td>Award Category</td>
<td>Details</td>
<td></td>
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<td>---------------------------</td>
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<td></td>
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<tr>
<td><strong>Whole Year Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diligence Gold</strong></td>
<td>Recipients qualify for this award through the attainment of the required effort rating for the academic year in a majority of subjects (calculated by algorithm)</td>
<td></td>
</tr>
<tr>
<td><strong>Diligence Silver</strong></td>
<td>Nominated through: SRS data – Semester One and predicted EOY effort result by subject teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Diligence Bronze</strong></td>
<td>Awards are made once a year at the College Awards Assembly</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Gold</strong></td>
<td>Recipients qualify for this award through the attainment of the required academic grades for the academic year (calculated through an algorithm)</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Silver</strong></td>
<td>Nominated through: SRS data – Semester One and predicted EOY academic results by subject teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Bronze</strong></td>
<td>Awards are made once a year at the College Awards Assembly</td>
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</tr>
<tr>
<td><strong>Pastoral Care Award</strong></td>
<td>1 award per Pastoral Care group per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nominated by: Pastoral Care teacher in consultation with the Year Coordinator</td>
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<tr>
<td></td>
<td>Acknowledging overall contribution to the PC group throughout the year by consistently displaying the values of Service, Balance and Community</td>
<td></td>
</tr>
<tr>
<td><strong>Spirit of St Benedict Award</strong></td>
<td>1 award across the College.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nominated by the College Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acknowledging the contribution of an individual to the many facets of College life.</td>
<td></td>
</tr>
<tr>
<td><strong>Sportsman and Sportswoman Award</strong></td>
<td>1 award across the College.</td>
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</tr>
<tr>
<td></td>
<td>Nominated by the College Sports Coordinator, ratified by the College Principal</td>
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</tr>
<tr>
<td></td>
<td>Acknowledging the contribution of an individual to the Sporting endeavours of the College</td>
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<tr>
<td><strong>Cultural Award</strong></td>
<td>1 award across the College.</td>
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<tr>
<td></td>
<td>Nominated by teachers within the Arts Department, ratified by College Principal</td>
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<tr>
<td></td>
<td>Acknowledging the contribution of an individual to the cultural endeavours of the College</td>
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</tr>
<tr>
<td></td>
<td>Awards are made once a year at the College Awards Assembly</td>
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</tr>
<tr>
<td></td>
<td>Recipients are presented with a St Benedict’s medal and a certificate</td>
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</tr>
<tr>
<td></td>
<td>1 award across the College.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nominated by teachers within the Arts Department, ratified by College Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acknowledging the contribution of an individual to the cultural endeavours of the College</td>
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</tr>
<tr>
<td></td>
<td>Awards are made once a year at the College Awards Assembly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recipients are presented with a trophy and a certificate</td>
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</tbody>
</table>
NB. The efforts of staff members are also acknowledged and celebrated. This may include: at whole school assemblies, staff meetings and/or written in College Newsletter and in electronic Weekly Bulletins distributed to all staff.

Pastoral Care
Pastoral Care (PC) brings together all aspects of College life – academic, social, physical and spiritual. At its centre are quality relationships. Programs are in place to assist each student to develop into the best person they can possibly be. An underlying principle of Pastoral Care is that each student is an individual with particular needs and it is the day-to-day care of each student and their needs, which is of paramount importance.

As well as the day-to-day care of students, a formal PC Program addresses aspects of personal and social development, career education, mental health, financial literacy and personal organisation and management.

Each student within St Benedict’s College is a member of a PC group and has a PC teacher. PC teachers will come to know students in their PC group well, and are often best positioned to provide the best care and support. The PC teacher is the College’s first point of contact for students and parents/guardians, thus it is imperative that PC teachers strive to develop meaningful relationships with students in their PC. All stages of schooling can present challenges and a PC group can offer support and encouragement during the difficult times and as well as acknowledging and celebrating achievements.

St Benedict’s College Positive Classroom Behaviour Support
At St Benedict’s College there are a variety of factors that positively influence the learning environment. These factors include:

- Physical environment – space, lighting, heating or cooling
- Well-being of the class teacher, teaching team and administration support
- Students’ needs and unsupported behaviours – learning needs and sensory requirements of certain students
- Class dynamics - number of students, gender mix and balance of needs in the class
- Resources
- Parent expectations and involvement
- School culture, expectations and social activities

At St Benedict’s College proactive, positive behaviour management techniques are utilised to create an environment conducive for student learning. Proactive strategies used by individual teachers to establish such an environment include:

- Being prepared with planning that is based on good pedagogy.
- Being organised and best utilising the teaching and learning time.
- Utilising a variety of teaching techniques, teaching styles and behaviour strategies that are both effective and facilitate student learning.
- Being flexible, embracing new ideas and changes (resilience – for all staff and students).
- Building relationships that are authentic and genuine – teacher to students, peer support, class within the school community.
- Praising and encouraging all students in a variety of meaningful ways.
- Taking time to get to know students as individuals - their interests, aspirations and needs.
- Discussing needs, concerns or interests with parents to make connections with the student’s home life.

### Special Awards / Bursaries

<table>
<thead>
<tr>
<th>Special Awards / Bursaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A systematic awards program will be developed as the College grows. It will endeavour to acknowledge the efforts and contributions of individual students to the many facets of College life. Awards may include, however are not limited to:</td>
</tr>
<tr>
<td>- Diligence bursary (My School Gear)</td>
</tr>
<tr>
<td>- LJ Apparel</td>
</tr>
<tr>
<td>- Next Byte Computers</td>
</tr>
<tr>
<td>- Hart Sport</td>
</tr>
<tr>
<td>- Recipients are presented with a certificate</td>
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</tbody>
</table>

## Special Awards / Bursaries

- A systematic awards program will be developed as the College grows. It will endeavour to acknowledge the efforts and contributions of individual students to the many facets of College life. Awards may include, however are not limited to:
  - Diligence bursary (My School Gear)
  - LJ Apparel
  - Next Byte Computers
  - Hart Sport
- Recipients are presented with a certificate.
• Resourcing effectively – locate and utilising constructive, engaging resources.
• Establishing a classroom layout that is considerate of needs, class size, resources, sensory requirements.
• Utilising grouping and seating plan within the classroom to meet the student’s needs most effectively.
• Establishing support systems and positive behaviour support.
• Establishing routines and rituals for the class.
• Identifying any triggers that are of concern for particular students and have an alternative / way to minimise or eliminate these.

Targeted Behaviour Support
Targeted behaviour support is utilised at the College to proactively address behaviours or interactions that are not conducive to learning and/or maintaining a safe school environment. Depending on the circumstances, targeted behaviour support may be individual, small group or cohort focussed. Some of these interventions include:
• Social skills programs
• ‘Tracking Positive Actions’ card
• ‘Reflection on Actions’ worksheet
• ‘Making an Apology’ template
• Regular check-in process
• Restorative process to address behaviours
• Re-entry to classroom procedure
• Re-entry to school procedure

Intensive Behaviour Support
In some circumstances individual students may require specialised services or alternative learning pathways to access learning and contribute positively as a member of the College community. Individual behaviour supports may include:
• Individual Learning Plans (ILP)
• Education Adjustment Plans (EAP)
• Behaviour Support Plans (collaborative)
• Crisis Management Plans (collaborative)
• Functional Behaviour Assessment and Support
• Support from specialist staff (ie Support Teacher: Inclusive Education, Guidance Counsellor)
• Wrap around with external agencies (eg Child and Youth Mental Health Services: CYMHS, UQ, AC and Caroline Chisholm Centre counselling with intern psychologists, other outside agencies and Medical Professionals
• The College welcomes the involvement of other professional personnel who have a vested interest in the student’s wellbeing
Consequences for inappropriate student behaviour

Behaviour Management in the Classroom
Each teacher is responsible for establishing and reinforcing rights and responsibilities within their classroom in accordance with the whole school expectations. If a student is not making positive choices and adhering to class or whole school expectations a variety of strategies may be implemented.

Depending on the context, there are a number of levels of behaviour support that a student may require at different times. The following diagram St Benedict’s College Levels of Behaviour Support outlines the various strategies aligned with the levels of support available at each stage.

St Benedict’s College Levels of Behaviour Support

- **Proactive Behaviour Support Strategies**
  - Self Managed (student alone). *School and teacher response is positive and preventative*

- **Low Reaction Behaviour Support Strategies**
  - Self Managed + Teacher Support (可能 STIE) + Parent + School Guidance Counsellor + Assistant Principal or Principal
    - *School and teacher response is intensive, with possible Individual Behaviour Management Plan and possible Risk Management Plan*
  - Self-Managed + Teacher / Peer Teacher (Buddy Class) Support.
    - *School and teacher response is supportive / problem solving (targeted, e.g. at function of behaviour), with possible addition of parent-requested strategies*
  - Self Managed + Teacher
    - *School and teacher response is supportive / problem solving (targeted)*

- **Warning & Rule Reminder**
  - Self Managed + Teacher Support (可能 STIE) + Parent
    - *School and teacher response is supportive / problem solving (targeted)*

- **Time Out / Reflection Time**
  - Self Managed + Teacher Support (可能 STIE) + Parent
    - *School and teacher response is intensive, with possible Individual Behaviour Management Plan and possible Risk Management Plan*
  - Self Managed + Teacher
    - *School and teacher response is supportive / problem solving (targeted)*

- **Intensive Intervention**
St Benedict’s College utilises a range of proactive and intervention strategies to prevent, respond to and intervene in student behaviour issues. In the early stages of support, the general aim is to address inappropriate behaviour and return students back (with minimal disruption to their learning, the learning of others and to the environment itself) on task in the learning environment. This is the rationale of the “least intrusive” approach. Similarly, the intervention strategies for students with significant behaviour issues are generally supportive management strategies. There are occasions, however, when incidents of student behaviour must be dealt with through the application of a logical response, aimed firstly at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing restorative justice (including the ‘victims’ of the behaviour). There is no ‘prescription’ response to behaviour within the school (e.g. Behaviour A /= Response A). This is due to the acknowledgement that the individual circumstances of each situation must be taken into account. Instead, teachers are encouraged to use their professional judgement in discerning logical consequence(s) developed and approved by the school community. To assist in establishing a consistent approach to addressing inappropriate behaviour throughout the College, five levels of behaviour support have been established. (See St Benedict’s College Levels of Behaviour Support)

Example Behaviours and possible responses

<table>
<thead>
<tr>
<th>Example of Inappropriate Behaviour</th>
<th>Possible Responses</th>
</tr>
</thead>
</table>
| Incessant talking/Calling Out     | • Establish clear expectations  
|                                   | • Positive modelling     
|                                   | • Visual reminder        
|                                   | • Teacher proximity      
|                                   | • Rule reminder / apology to speaker and class 
|                                   | • Seating plan - Movement away from peers 
|                                   | • Temporary removal from the learning environment 
|                                   | • Reflection questioning to be completed before future lesson 
|                                   | • Discussion with PC teacher / parent 
|                                   | • Behaviour support plan / contract |
| Stealing                          | • Replace or return any items stolen 
|                                   | • Meaningful apology / restorative process 
|                                   | • Discussion with PC teacher / parent 
|                                   | • Referral to (relevant) Pastoral Care Coordinator / Assistant Principal 
|                                   | • Sessions with School Counsellor 
|                                   | • Possible suspension pending further action |
| Striking a classmate             | • Meaningful apology / restorative process 
|                                   | • Discussion with PC teacher / parent 
|                                   | • Withdrawal to Student Reception if a playground offence 
|                                   | • Short-term withdrawal from play 
|                                   | • Referral to (relevant) Pastoral Care Coordinator / Assistant Principal 
|                                   | • Sessions with School Counsellor (e.g. Anger Management) 
|                                   | • Possible suspension based on circumstances, and pending on further action |
| Swearing                          | • Rule reminder (e.g. Respect for Self / Others / Relationships) 
|                                   | • Apology if directed at an individual 
|                                   | • Movement to reflection desk (in own classroom) or Student Reception 
|                                   | • Discussion with PC teacher / parent 
|                                   | • Referral to (relevant) Pastoral Care Coordinator / Assistant Principal 
|                                   | • Possible suspension based on circumstances |
| (Continually) Late for class, or  | • Rule reminder (e.g. Respect for Self / Others / Learning) 
| dawdling                          | • Work provided for catch-up at home/ in own time, when dawdling 
|                                   | • Tracking the behaviour 
|                                   | • Discussion with PC teacher / parent 
|                                   | • Possible referral to School Counsellor 
|                                   | • Referral to Year Coordinator / Assistant Principal |
| Homework not completed (assuming no adjustments required) | • Tracking the behaviour  
• Use of own time to complete unfinished work  
• Discussion with PC teacher / parent  
• Possible creation of alternative ‘in-class’ times for homework completion based on circumstances  
• Possible referral to School Counsellor  
• Referral to (relevant) Pastoral Care Coordinator / Assistant Principal |
| Non-Compliance/Work Refusal (assuming no adjustments required) | • Establish clear expectations  
• Positive modelling  
• Repeat request allowing take-up time  
• Strategic ignoring  
• Rule reminder (e.g. Respect for Self / Others / Environment)  
• Temporary removal from the learning environment  
• **Seek immediate support if unsafe behaviours are exhibited**  
• Discussion with PC teacher / parent  
• Possible work adjustment  
• Referral to (relevant) Pastoral Care Coordinator / ST:IE, Assistant Principal if a trend is emerging  
• Possible temporary withdrawal based on circumstances |
| Possession of Weapons/Drugs | • Immediate removal and referral to Principal/Assistant Principal  
• Immediate Parent Contact (by member of College Leadership)  
• Consultation with BCE  
• Suspension pending further action |
| Inappropriate student behaviour in the playground includes, but is not limited to: | Such inappropriate playground behaviour is dealt with through the application of levels of behaviour support as previously elaborated on, and including:  
• Warning & Rule Reminder (e.g. Respect for Self / Others / Environment)  
• Meaningful apology / restorative process (where appropriate)  
• Cool-down / Time Out from the playground ➔ inform the PC teacher  
• Short-term withdrawal (e.g. to a designated spot… Seat in shade)  
• Referral to (relevant) Pastoral Care Coordinator / Assistant Principal depending on circumstance  
• Completion of Incident Report – *where deemed appropriate* |

**Crisis Management**  
The College has an established crisis management plan which includes the management of critical incidents. In the case of a crisis or major behaviour incident, teachers are required to have a plan to follow to manage the situation. This plan must take into consideration:  
- The safety of the students and the teacher(s)  
- The physical environment of the classroom or learning area  
- The emotional well-being of all involved  
- Support teacher, learning support or administration available for assistance  
- Ways for all involved to remain calm  
- Debriefing of crisis or major behaviour incident for all involved  
The College PA or school phone systems can be utilised in the case of a crisis or major behaviour incident.
Suspension

Suspension is the temporary, full-time or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time. Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

The principal may suspend, consistent with these procedures, where behaviour includes the following:

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

Suspension may occur, if so decided by the College principal, after he/she has:

- Ensured that other appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that other appropriate support personnel available, both within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/caregivers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension
- Recorded all action taken in appropriate school files/systems or Brisbane Catholic Education Student Behaviour Support database.

A College is not obliged to provide a student with schoolwork during suspension; however, the Principal may provide such work if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Therefore, parents/caregivers need to know that their child may not attend school or school-related functions. Furthermore, parents/caregivers have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal should inform the Area Supervisor. An internal suspension may be considered given the circumstances.

In all cases students and their parents/caregivers will be informed of the grounds on which the decision to suspend has been made. Notification to parents/caregivers for a one day or more suspension should:

- Indicate the reason for the suspension
- Advise the length of the suspension, the expected return date and the conditions to be met to enable return.
- Outline the responsibility of the parent/caregiver for the care and safety of the students who is under suspension, and the clear expectation that the student will continue with studies while suspended and away from school.
- Indicate the importance of parents working cooperatively with the school to resolve the matter.
- Request a parental conference at the school.
- Refer parents/caregivers to the school’s published Student Behaviour Support Plan.
- Send a copy of the correspondence between the school and the parents/caregivers to the Guidance Counsellor and the Area Supervisor.

An effective re-entry process is an essential aspect of facilitating a successful return to school for the student. The aims of the re-entry process is to:

- Ensure the parents understand the seriousness of the student’s behaviour.
- Encourage mutual support between the school and the student’s parents for the action being taken.
- Outline the re-entry plan, conditions and follow-up evaluation of the student’s re-entry.
Exclusion

In extreme circumstances, the Principal may, in consultation with the Area Supervisor, make a submission to the Director - School Services, recommending the exclusion of a student from St Benedict’s College. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

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

Exclusion purpose

The purpose of exclusion is to:

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

Exclusion guidelines

Exclusion for serious noncompliant behaviours will be considered only as a last resort because of the serious long-term consequences for the student and the family. Students will not normally be excluded unless a clearly documented range of intervention strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example, through a Functional Behaviour Assessment. Schools need to be aware of the legal and equity issues applying to the exclusion of marginalised students and students in Care of the State. Exclusion signals that the student’s behaviour has continued to be inappropriate, despite the best efforts of the school. The Executive Director 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. The exception is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

Where a serious breach of the school’s Student Behaviour Support Plan has occurred, the Principal may provide parents and students with a range of available options. Parents/caregivers have a right to know the processes involved in exclusion, as well as of their right to withdraw the student from the school. Where a parents/caregivers exercises the right to move the student to a new school prior to the application of exclusion, then Principal or delegate is expected to facilitate the transition to the new school, if there is a request to do so.

Exclusion should not be considered without exhausting a variety of alternative behaviour strategies. The Brisbane Catholic Education ‘processes and regulations for responding to behaviour’ should be referred to when exclusion is being considered as a behaviour strategy.

The College has a Grievance Procedure for students and parents / guardians.

**Students/Parents**
If you have a problem that needs to be resolved through the College involving either a subject, pastoral or other College related issue, please the process for resolution is outlined below.

---

### Notes regarding student and parent grievances:
- Severity or complexity of a grievance may warrant starting at a higher step in the process.
- College Leadership may intervene at any time during the process.
- The staff member working on any step may refer the grievance to a higher level.
Data Collection

The accurate and timely collection of data, along with reflecting on its meaning is critical in establishing and maintaining an effective Whole School Student Behaviour Support Plan. For day-to-day matters, data is collected electronically (via an excel spreadsheet) by each student’s Pastoral care (PC) teacher. Should they have any concerns or become aware of a concerning trend the PC teacher will inform other relevant stakeholders. This may include the student, their parents, Pastoral Care Coordinator or the Assistant Principal Administration.

Any incidents or unique situations, which require higher levels of support are recorded by the Brisbane Catholic Education Behaviour Support tracking function within the St Benedict’s College Staff Portal by the appropriate member of the College 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 program or through small group / individual intervention. The key roles in identifying trends and acting to address them are the Pastoral Care teachers, Pastoral Care Coordinators and the Assistant Principal - Administration.

Links to BCE policies / guideline

- Student Behaviour Support Policy
- Student Behaviour Support: Guidelines, Regulations and Procedures
- Brisbane Catholic Education Anti-bullying Policy
- Brisbane Catholic Education Anti-bullying Guidelines
- Working Together: A Toolkit for Effective School Based Action Against Bullying

Bullying (including cyber-bullying)

Brisbane Catholic Education (BCE) believes everybody within BCE schools has the right to feel safe. Both the BCE Anti-bullying Policy and BCE Anti-bullying Guidelines recognise that ‘a person is bullied or victimised when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons’ (Olweus 1984) and that the bullying involves:

- a desire to hurt
- a hurtful action (physical, psychological or social)
- a power imbalance
- (typically) repetition
- an unjust use of power
- evident enjoyment by the aggressor and
- sense of being oppressed on the part of the victim (Rigby 1996).

St Benedict’s College is an authentic Christian community where Gospel values are evident and lived out in relationships and practices. The spirit of the College reflects that of a family which strives to provide a safe and supportive learning environment for all.

In line with the BCE Anti-bullying Policy and BCE Anti-bullying Guidelines, St Benedict’s College believes that the most effective approach to address bullying is a whole-school approach that includes:

- prevention programs
- early intervention strategies
- intervention procedures
- restoration of well-being
- clear procedures, that are agreed to by all and consistently implemented.
Students - Bullying and Harassment

Bullying and harassment have no place at St Benedict’s College. Young people need to know that bullying and being bullied, regardless of whether it is physical, verbal, covert, psychological or cyber bullying, are unacceptable and that there are adults who can, and will, support them to be empowered in order to bring about positive change.

Being informed is the first step towards eliminating bullying and harassment. Class, small group and one-to-one discussions provide invaluable avenues for addressing the area of bullying and harassment. Staff are also encouraged to regularly refer students to the ‘Recognise, React, Report’ student protection posters displayed throughout the College in order to ensure students are aware of both the College position on bullying and harassment, and the reporting processes available to them and their families.

The flowchart below outlines the steps that may be taken when a student / parent / guardian reports bullying to a St Benedict’s College staff member. Staff are required to respond to all reports of bullying. The response will vary depending on previous reports and the nature of the current incident and may include discussion, interviews, monitoring procedures, notifying parents/guardians if the report is made by a student, internal suspension and exclusion.

**Related resources**

The College utilises a variety of resources to inform and support the BSP. The resources include, however are not limited to:

- Beyond Blue [http://www.beyondblue.org.au](http://www.beyondblue.org.au)
- Life Work in Progress (Jennifer Mason)
- Paraplegic Benefit Fund  [http://www.pbf.asn.au](http://www.pbf.asn.au)
- Think You Know (Cyber-safety)  [http://www.thinkuknow.org.au](http://www.thinkuknow.org.au)
| Appendix 1 | PC Program Year Outline  
            | (Personal and Social Development Education) |
|-----------|-----------------------------------------------|
| Appendix 2 | Tracking Positive Actions card                |
| Appendix 3 | Reflection on Actions form                    |
| Appendix 4 | Incident Report form                          |
| Appendix 5 | Apology Letter template                       |
| Appendix 6 | Withdrawal letter to parents                  |
| Appendix 7 | Lockdown Procedure                            |
| Appendix 8 | Evacuation Procedure                          |
## Appendix 1  PC Program information (Year 8 Sample)

### Personal Social Development Education Program

**Year Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Key Area</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
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<td></td>
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</tr>
<tr>
<td>1</td>
<td>5/3</td>
<td>Belonging</td>
<td>Camp director / reflection</td>
<td>SA: StC thinking tools - barometer / PM</td>
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<tr>
<td>2</td>
<td>6/8</td>
<td>Harm Min.</td>
<td>Mental illness</td>
<td>KR: Mind Matters</td>
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<tr>
<td>3</td>
<td>13/8</td>
<td>Harm Min.</td>
<td>Sexual Health / Lady's Day</td>
<td>Ext/RK</td>
</tr>
<tr>
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<td>20/8</td>
<td>Harm Min.</td>
<td>PBF Safety Speaker - equine therapy</td>
<td>Ext/SA</td>
</tr>
<tr>
<td>5</td>
<td>27/8</td>
<td>Harm Min.</td>
<td>Sexual health / Men's Business</td>
<td>Ext/Sa</td>
</tr>
<tr>
<td>6</td>
<td>3/9</td>
<td>Harm Min.</td>
<td>Self harm</td>
<td>KR: Mind Matters</td>
</tr>
<tr>
<td>7</td>
<td>10/9</td>
<td>Harm Min</td>
<td>Sexual health: the wrap-up</td>
<td>Ext</td>
</tr>
<tr>
<td>8</td>
<td>17/9</td>
<td>Harm Min</td>
<td>Harassment/Bullying: dealing with</td>
<td>RA</td>
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### TERM 2

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<tr>
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<th>Date</th>
<th>Key Area</th>
<th>Topic</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>16/4</td>
<td>Relationships</td>
<td>Cyber-responsibility</td>
<td>DF</td>
</tr>
<tr>
<td>2</td>
<td>23/4</td>
<td>Relationships</td>
<td>Social responsibility</td>
<td>SA</td>
</tr>
<tr>
<td>3</td>
<td>30/4</td>
<td>Relationships</td>
<td>SRC Cross-country</td>
<td>DF</td>
</tr>
<tr>
<td>4</td>
<td>7/5</td>
<td>Thrive</td>
<td>Intro to Careers</td>
<td>CD</td>
</tr>
<tr>
<td>5</td>
<td>14/5</td>
<td>Relationships</td>
<td>Forming new relationships</td>
<td>P</td>
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<tr>
<td>6</td>
<td>21/5</td>
<td>Relationships</td>
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<td>SR</td>
</tr>
<tr>
<td>7</td>
<td>28/5</td>
<td>Relationships</td>
<td>Conflict resolution #2</td>
<td>SR</td>
</tr>
<tr>
<td>8</td>
<td>4/6</td>
<td>Relationships</td>
<td>Bullying #1 prevention</td>
<td>KR: Mind Matters</td>
</tr>
<tr>
<td>9</td>
<td>11/6</td>
<td>Relationships</td>
<td>Peer pressure</td>
<td>SR</td>
</tr>
<tr>
<td>10</td>
<td>18/6</td>
<td>Relationships</td>
<td>Changing family structures / Coping with change</td>
<td>P</td>
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### TERM 3

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<th>Date</th>
<th>Key Area</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
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<td>9/7</td>
<td>Thrive</td>
<td>Careers #2</td>
<td>CD</td>
</tr>
<tr>
<td>2</td>
<td>16/7</td>
<td>Relationships</td>
<td>Grief and loss</td>
<td>KR: Mind Matters</td>
</tr>
<tr>
<td>3</td>
<td>23/7</td>
<td>Parent/Teacher/Student Interviews 12:00 - 7:00pm</td>
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</tbody>
</table>

**Key:** Grey shading indicates topics covered within cross-curriculum (e.g. HPE, Science)
Appendix 2  Tracking Positive Actions card

Progress Form

<table>
<thead>
<tr>
<th>Period</th>
<th>Organisation</th>
<th>1 - Unsatisfactory ------- 5 - Excellent</th>
<th>Comments</th>
<th>Teacher Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On Time</td>
<td>Interactions 1--------------------------5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>On Time</td>
<td>Interactions 1--------------------------5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>On Time</td>
<td>Interactions 1--------------------------5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>On Time</td>
<td>Interactions 1--------------------------5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>On Time</td>
<td>Interactions 1--------------------------5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>On Time</td>
<td>Interactions 1--------------------------5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>On Time</td>
<td>Interactions 1--------------------------5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection on Action

Name: ___________________________ Date: ______________

What did I do?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What was inappropriate:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Why was it inappropriate?

__________________________________________________________________________

__________________________________________________________________________

What should I do in future?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

I think that reasonable consequences for my actions could include...

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Appendix 4   Incident Report form
### St Benedict's College: Incident Report

<table>
<thead>
<tr>
<th>Name:</th>
<th>____________________________________________</th>
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</thead>
<tbody>
<tr>
<td>Day / Date of Incident:</td>
<td>__________________________</td>
</tr>
<tr>
<td>Person / People involved:</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Witnesses (who saw the incident?):</td>
<td>____________________________________________</td>
</tr>
</tbody>
</table>

#### What happened:

**In the lead-up to the incident:**

<p>| | |</p>
<table>
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<tr>
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**During the incident:**

<p>| | |</p>
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**Since the incident:**

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<tbody>
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</tbody>
</table>
Making an Apology
Planning Sheet:

Who are you making the apology to?
Dear ..................,

What are you apologising for? – be specific
I would like to apologise for...

I realize that my actions have effected you by

Where to from here?
To work toward repairing our relationships I will...

Conclusion:

Yours Sincerely,

Your name
Appendix 6 Withdrawal from Class following incident (letter to parents)

(College letterhead)

(Date)

Dear [Parent Names],

As discussed over the phone yesterday, [Name] was involved in an incident on [date of incident] in which he/she [summary of incident].

Physical assault of this nature contravenes the College behavior expectations, and as a consequence of this incident [Name] has been withdrawn from classes for one day [date of withdrawal from class].

I have discussed the incident with [Name] and identified possible strategies that he/she might utilise to proactively resolve any future conflict or disagreement.

A copy of this letter will be retained on [Name]’s file at the College.

Regards Sam Anderson
Assistant Principal Administration
St Benedict’s College
Appendix 7  
Lockdown Procedure

SBC Lockdown Procedure

Context of a Lockdown
There may be times when students need to be kept in the classrooms or sent back to classrooms. Examples of incidents that may require LOCKDOWN could be: Dangerous person/s at large, siege situation, external toxic spill/fire danger, hostage situation internal or external, critical or dangerous incident on site or extreme/dangerous weather conditions. In case of such an emergency or incident the following procedure is to be followed when LOCKDOWN PROCEDURE is initiated.

The St Benedict's Lockdown procedure:
The 'Railway Crossing' tune played through the PA system initiates this process and will be followed by the words "This is a lockdown".

Classroom Teachers
- When the alert is sounded students stop and look at the teacher for direction.
- Teachers ensure all doors and windows are locked and lights are off.
- Teachers and students to sit quietly on the floor along walls (quiet work/reading). Keep down below level of windows. Teacher to sit nearest to telephone. Keep students calm.
- Teacher ensures that students don’t move around or access mobile phones or electronic devices.
- Mark the roll (using eMinerva) - be ready to state students unaccounted for and any ‘extra’ students (with you but not on your roll) when a member of Administration rings.
- Only use the telephone to warn of danger in your vicinity. Do not use the telephone to gain information on the reason for the lockdown. This will be provided later.

Notes regarding Lockdown Procedure:
- The main action to be taken at this time is to have every student/teacher locked in a room until the situation is over.
- If a class or student is not in a classroom at the time of Lockdown procedure, they are to proceed to the nearest building.
- If returning to the College from an outside sporting location or excursion you will be notified by mobile telephone. Proceed immediately to Administration or as directed, and report your safe arrival or return to the venue if specifically directed to do so.
- Staff not involved in classes / students activities are to proceed to nearest secure area.
- NO ONE LEAVES THE ROOM FOR ANY REASON – DO NOT LET ANYONE INTO YOUR ROOM WHO APPEARS SUSPICIOUS OR UNAUTHORISED.
- A member of Leadership or emergency services personnel will advise the “ALL CLEAR” (this will be a message over the PA system) – at this point the Lockdown is complete and teachers will debrief the class they are currently with.
- The College Deputy Principal will give the all clear in consultation with College Principal, College WHSO and external services.
SBC Lockdown Procedure

ROLES IN THE EVENT OF A LOCKDOWN
Please read and ensure you understand your specific role in the event of a Lockdown. These roles are assigned to the desk-seating plan, not the specific person, so if you are away, these roles will always be filled.

1 - College Receptionist (Lea Rubio):
- Activate the lockdown alarm – after 1 minute, announce “This is a LOCKDOWN”
- Inform SBPS of the lockdown
- Collect:
  - Visitors sign in roll
  - Staff list
  - Staff Register: sign in / out
- Assist (APA and DP) in determining Student and Staff whereabouts
- (at the end of Lockdown – under direction of Principal) Phone SBPS to inform/coordinate Lockdown completion

2 - Student Services Receptionists (Donna Roy):
- Collect student late arrival/Early departure sign in/out book
- Collect daily eMinerva absence list and staffing list
- Check students in sick bay (ensure secure and out of sight) and return to Student Services Area
- Assist (APA and DP) in determining Student and Staff whereabouts
- Contact SBPS Office to verify Yr 7 students and accompanying staff are accounted for

3 - BM (Steve):
- Contact appropriate services
- Lock all doors and windows within the Administration Building

4 - DP (Candi) / APA Sam:
Move to Student Services Area to reconcile student and staff whereabouts.

  - Contact all rooms (starting with those timetabled as occupied) within the College to ascertain:
    - (APA & SS Receptionist) Students unaccounted for and any ‘extra’ students (and staff) with each staff member.

    - Conversation:
      - This is (name) from College Administration.
      - Who is speaking please?
      - Are all students accounted for? (if no who missing?)
      - Do you have any extra students in the room? – who (names)
      - Are there any other people in the room? (names)

    - (DP & College Secretary) Staff unaccounted for.

- Reconcile student / staff attendance and accounted for.

5 – Class Teacher:
- Ensure students are in secure area (including locking doors and windows)
- Position students and sit quietly in least conspicuous positions
- Staff sit close to phone.
- Ensure students don’t access technology (phones or computers)

6 – Principal (Claire)
Move to Administration Building

- Manage overall procedure
- Once crisis is over, give all clear over PA system
Appendix 8  Evacuation Procedure

SBC Evacuation Procedure

Context of an Evacuation
There may be times when students and staff need to be evacuated from College facilities. Examples of incidents that may require Evacuation could be: Fire, Chemical Hazard etc. In case of such an emergency or incident the following procedure is to be followed when the EVACUATION PROCEDURE is initiated.

The St Benedict’s Evacuation procedure:
This process is initiated by an evacuation alarm (single tone, escalating repeating beeps) through the PA system.

Classroom Teachers
- All books, resources, computers and bags are to be left in classrooms / lockers.
- Teachers ensure students do not access mobile phones or electronic devices.
- Under teacher guidance, students move (in an orderly fashion) to the St Benedict’s College Multi-purpose Area using the published route on the evacuation diagram in each classroom

Administration Staff
- All belongings and bags are to be left in administration areas.
- Close doors and windows where practical.
- Move to the St Benedict’s College Multi-purpose Area using the published route on the evacuation diagram in the building.

In the Multi-purpose Area
- Students sit in PC groups.
  Yr 8 sit between the first 2 pillars (facing the Administration Building); PC’s assemble in numerical order with 8.1 at the front, then 8.2, 8.3 etc
- Keep students calm.
- PC teachers:
  - Mark PC roll distributed by Student Services Secretary (Donna Roy)
  - Return roll to Student Services Secretary (Donna)
  - Remain with the PC Class
- Other staff stand on grassed area directly in front of the Multi-Purpose Area
- College Secretary (Lea Rubio) marks roll for staff. Attendance matched against sign in/out register for staff and visitors.
- Student Services Secretary reconciles student attendance with APA. Attendance matched against sign in/out register for students.
- Everyone remains in the Multi-purpose Area until advised of the “ALL CLEAR” via a Megaphone.
- Students and teachers return to their class to collect belongings etc.

Notes regarding Evacuation Procedure:
- All staff, students and College visitors are to move to the Multi-Purpose Area
- Should the Multi-purpose Area be inaccessible, the evacuation point will be the College Carpark (nearest to the SBPS tennis courts)
SBC Evacuation Procedure

ROLES IN THE EVENT OF AN EVACUATION
Please read and ensure you understand your specific role in the event of an evacuation. These roles are assigned to the role, not the specific person. If a staff member is absent the role will always be filled.
*each staff member allocated a specific role should have their hi-vis vest in their office

1 – College Receptionist (Lea Rubio – Hi-VIS Vest)
- Activate the evacuation alarm
- Inform SBPS of the evacuation
- Collect the:
  - Visitors sign in roll,
  - Staff-list
  - Staff Register: sign in / out
  - Evacuation Kit Box (containing: box of pencil, megaphone, Hi-vis Vests)

(Go IMMEDIATELY to evacuation assembly area) Ensure all visitors and staff are accounted for.
Once in the Multi-Purpose Area:
- Mark off staff and visitors and cross references with sign in/out register

2- Student Services Secretary (Donna Roy- Hi-VIS Vest):
   Collect:
   - Students from sick bay
   - (pre-printed) PC rolls,
   - Student late arrival/Early departure sign in/out book,
   - Daily eMinerva absence list
   - A box of pencils

(Go IMMEDIATELY to evacuation assembly area)
- Distribute PC rolls to PC teachers
- Collect back marked PC rolls form PC teachers
- Reconciles students rolls with absence list and student late/departure register

3– Class Teacher:
- Escort students to the evacuation area in an orderly fashion using the route outlines on the evacuation diagram in classroom.
- Supervise general student body in the Multi-purpose Area.

4 – PC Teacher
- Collect PC roll from Student Services Receptionist in Multi-Purpose Area (Donna Roy).
- Mark roll for PC class
- Immediately return marked roll to Student Services Receptionist (Donna Roy).
- Supervise PC group until all clear is announced.

5 – BM (Steve - Hi Vis Vest)
- Contact appropriate services
- Checks administration building, toilets for staff, then proceeds to evacuation point.
- Systematic check of College facilities to ascertain risk / issues, including checking student toilets.

6 – APA (Sam)
- Move out to Multi-Purpose Area to organise students and assist PC teachers with procedures and processes.
- Check student attendance with Student Services Secretary.
SBC Evacuation Procedure

7 - DP (Candi):
   - Manages evacuation procedure, ensuring all staff and students are accounted for.

8 - APRE (Cheryl) Waits in turning circle area to inform parents of procedure in place and advises them to park in car park or return to their vehicle until the all clear is given.

9 - Principal (Claire)
   - Manage overall procedure
   - Once crisis is over, give all clear over PA system