

# BEHAVIOUR SUPPORT POLICY

Review – 29 October 2026



## POLICY

St Peter Claver College recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic, character forming, and vocational outcomes. Consequently, it is the expectation that students will attend school when required by the timetable unless there are good and valid reasons substantiated by parents/carers and by medical certificates when required.

## VISION

St Peter Claver College (SPCC) Riverview is collaboratively engaged with the Catholic community, charitable organisations and individuals in the educational ministry of the Church in the Archdiocese of Brisbane and is called to:

### Teach

We promote faith in Jesus Christ, teaching and learning about Jesus, the Gospel and the faith of the Catholic Christian community. Learning is lifelong, life-giving and engages the whole person.

### Challenge

Inspired by the Holy Spirit, we challenge those we educate to live in communion with God, others and the whole of creation in prayerful, sacramental, just, peaceful, inclusive and reconciling communities.

### Transform

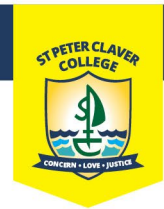
We educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised.

St Peter Claver College policies reflect its founding charisms and are based on the values of Concern, Love and Justice.

## PURPOSE

To have appropriate structures in place to ensure that the College provides safe and caring environments, recognises the individual dignity and individuality of each student and their families, and fosters life-giving relationships.

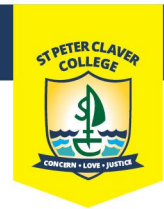




## POLICY STATEMENT

- As a Catholic community we believe that every learner is, in some respects, like all others, like some others and like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all. Every student will flourish through excellence in learning and wellbeing.
- SPCC approaches to supporting positive student behaviour and engagement for learning and wellbeing are founded on the following evidence-based principles:
  - Positive staff-student relationships where teachers know and understand their students.
  - Create and maintain supportive, safe and orderly learning environments.
  - Provide explicit teaching of positive behaviours for learning that minimise disruptions to learning and teaching.
  - Establish high expectations for all in an environment of appropriate challenge.
  - Implement effective pedagogy for student engagement that is responsive to the individual needs of students.
  - Utilise classroom strategies and routines (Claver Expected Practices) in the classroom to support expected behaviour. Use school-wide supports and initiatives to demonstrate what success looks like and build expectations and norms around behaviour.
  - Use targeted and/or personalised approaches to meet the needs of individual students.
  - Ensure a school-wide approach to consistent teacher practice, multi-tiered system of supports (MTSS), Responsible Thinking Process (RTP) and responses to behaviour.
- SPCC's Student Behaviour Policy is informed by MTSS framework & Perceptual Control Theory (PCT) which provides a continuum of supports for students: universal, targeted, and intensive. The framework acknowledges that student engagement may require multidisciplinary support across learning, behaviour, wellbeing, and inclusion to support successful student engagement in learning.
- The MTSS & PCT frameworks of student engagement and disruption minimisation provides an integrated and strengths-based approach to learning academically and socially through the curriculum. This is supported by wellbeing and pastoral care strategies in which staff assist students to develop positive pro-social behaviours.
- SPCC's MTSS & RTP approach to student behaviour support assists schools to establish a systems approach to providing safe, supportive, and inclusive learning environments that enable students to progress academically, emotionally, and socially at school.
- SPCC's approach to student behaviour support is centred on respectful relationships.
- SPCC's student behaviour support practices protect the rights and dignity of each student so that learning is personal, relational, and communal, inextricably linked to living life to the full.
- Student behaviour support practices are implemented at SPCC in partnership with students, parents/legal guardians, the school community and can extend to external professionals and agencies. Positive communication between all parties is fundamental to the provision of effective student engagement supports.





## EXPECTATIONS

The College abides by the following elements that support this policy:

1. The Brisbane Catholic Education 'Student Behaviour Support Guidelines, Regulations and Procedures Manual'.
2. The Responsible Thinking Process that underpins the College reflective thinking and restorative practices.
3. Individual Student Behaviour Support Plans drafted with students and their families through the College Leadership Team representative, the Pastoral Leader for the Year Level, the student/s, and families.

