STUDENT BEHAVIOUR SUPPORT PLAN

January 2025

Know you can.

Foreword

St Peter Claver College is well-known in the Ipswich community as a place where young people can thrive and become well-rounded future leaders. Our school provides a holistic education with high expectations of staff and students in an environment that is safe and welcoming, and which is dedicated to its motto: Concern, Love, Justice.

St Peter Claver College is committed to just dealing, fair treatment of everyone, and reasonable processes for Behaviour Support. In this way, ethical, professional and faith standards are met in both actions and teachings which fulfill the requirements and guidelines of Brisbane Catholic Education.

Our Student Behaviour Support Plan offers guidelines to support students, to enhance our positive school ethos and promote effective learning by outlining:

- Clear expectations of what constitutes acceptable behaviour.

- Effective support strategies for acceptable behaviour.

- Supportive processes which recognise, model, reinforce and celebrate positive behaviours.

- Rules, processes and consequences to deal with unacceptable behaviour.

We trust as shared stakeholders in the development of the young people in our care, this plan will support them in their journey and help us all to be always mindful that as members of St Peter Claver College, we are always entrusted to show 'Concern, Love and Justice' to all.

Bruce McPhee
Principal

School Mission and Vision - Teach Challenge Transform

St Peter Claver College 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, Justice.

Our School Context

St Peter Claver College is a welcoming and inclusive community founded on the values highlighted in our college motto – Concern, Love and Justice.

We believe acceptance of everyone, and their individual differences is fundamental to developing good relationships and an inclusive community.

St Peter Claver College is a Catholic community which embraces all students in the Gospel values of Concern, Love, Justice. It is a place where all students are known. We take inspiration from Jesus' teachings, the work of St Peter Claver and St Marcellin Champagnat. Our community fosters a holistic learning environment which celebrates the uniqueness of everyone, strives for excellence and lives the values *Concern, Love, Justice*.

Our vision is to inspire young people to a life of faith, learning and leadership for justice, in the spirit of St Peter Claver and St Marcellin Champagnat informed by the Marist Pillars of:

- Presence.

- Simplicity.

- Family Spirit.

- Love of our Work

- In the Way of Mary.

The College has a strong connection with the local Aboriginal and Torres Strait Islander peoples and acknowledges that St Peter Claver College is built on the traditional lands of the Jaggera, Yuggera and Ugarapul people.

We integrate the wisdom and knowledge of Aboriginal and Torres Strait Islander peoples into our school. Priority is given to ensuring Aboriginal and Torres Strait Islander students can see themselves, their identities and culture reflected in the curriculum and the school surroundings. Our whole school practices and protocols reflect the broad representation of cultures within our community and are based upon reconciliation, respect, recognition and understanding.

St Peter Claver College is committed to the safeguarding of our students which is shown through our policies, procedures, and practises. Pivotal to this is that each student is known. This knowing our students is supported through our year-level home class system where meaningful relationships are created and maintained. Connection with families through various College events further enhances these relationships.

In the classroom students are encouraged to learn through differentiated classroom practises and alignment with the Australian Curriculum. Students are encouraged to follow a pathway, individually catered to their own needs and desires. With strong results in both the academic and VET pathways, students are always encouraged to work to the best of their ability. Our students 'Know they can' and 'Show they can'.

Behaviour Support within the College is based upon the mutual development and sustaining of respectful relationships between the student, teacher, environment, and the broader community. To assist with this, the College operates a Responsible Thinking Classroom (RTC) to support students in their behaviour choices. Based on Perceptual Control Theory the RTC optimises learning opportunities for all students while providing a caring and supportive space for them to reflect on their choices as they learn to develop positive and responsible behaviours. The Responsible Thinking Process is dedicated to the belief that all people within our community have the right to learn and the right to teach through the reduction of disruptions within the classroom.

The College strives to create an environment where bullying behaviour, if encountered is treated seriously and dealt with justly, to ensure students, families and teachers can work towards appropriate resolutions that reflect the College values of 'Concern, Love, Justice'. A dedicated team of Pastoral Leaders assist in this through proactive approaches to respectful relationships as well as promptly addressing issues as they arise.

All College policies and procedures work in alignment with Brisbane Catholic Education broader policies and procedures.

Consultation and Review Process

The St Peter Claver College Student Behaviour Support Plan is reviewed every two years with a high-level check conducted every year. To inform the College processes, staff, students and families are consulted through surveys conducted by Brisbane Catholic Education within the local St Peter Claver context. This consultation data acts to inform the annual review of the School Behaviour Support Plan. In a recent survey/review measuring family, student and teacher satisfaction, it was noted that student wellbeing and pastoral care (the unit predominantly responsible for supporting student behaviour) was rated with a high degree of satisfaction.

All policy changes are reviewed by the College Board and ratified. These policies are also published on the school website and through the College portal.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about:

- Teaching and learning socially at school.

- Student behaviour supports.

- Responding to students to meet their needs.

unify us and direct our actions.

St Peter Claver College and its staff uphold the BCE vision to *Teach, Challenge and Transform* and the College values of *Concern, Love, Justice*. Learning is founded on close, respectful, trusting relationships between teachers and students with a clear understanding of their individual needs.

St Peter Claver College delivers a quality, rich and diverse education which supports students to succeed academically while also pursuing their interests through a broad subject offering, co-curricular activities, self-development opportunities and future career pathways.

St Peter Claver College's professional and dedicated team of teaching staff are guided by the BCE Model of Pedagogy –backed by educational research and proven to play an important role in student achievement and success. The College has adapted this to the *Claver Pedagogical Pillars*.

The Claver Pedagogical Pillars emphasises:

- FOCUS on learners and their learning.

- ESTABLISH clear learning intentions and success criteria.

- ACTIVATE multiple ways of knowing and multiple opportunities for practice.

- RESPOND with feedback that moves learning forward.

- EVALUATE the effect of teaching on student achievement and success.

This rich and visible staff commitment to teaching, means our students continue to reach their individual potential, enabling them to successfully pursue their choice of tertiary studies, vocational training, or work.

St Peter Claver College is committed to a safe and supportive learning environment for all. All staff undertake Student Protection training each year. The Pastoral Care team (comprising of six year-level leaders and the Assistant Principal Pastoral) oversee the behaviour of students through the various policies and procedures within the College - these are detailed in this document.

The presence of three college Guidance Counsellors who provide therapeutic short and medium term, student-centred, services to assist students with broader mental health issues which may impact upon their learning.

St Peter Claver College also has a large Inclusive Education department which assists students to access the curriculum and provides guidance to staff on individual adjustments for students in need of this support.

2. 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.
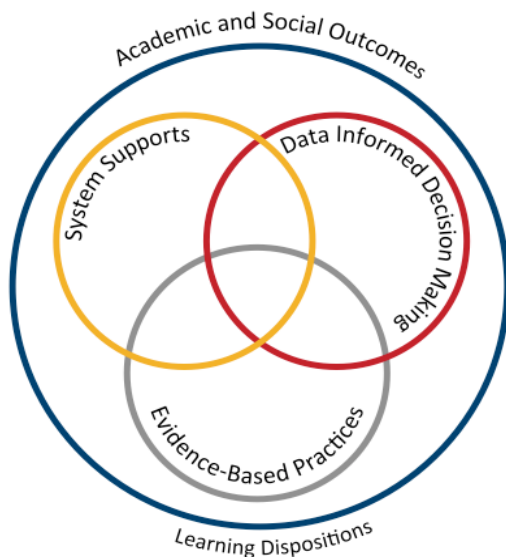

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).
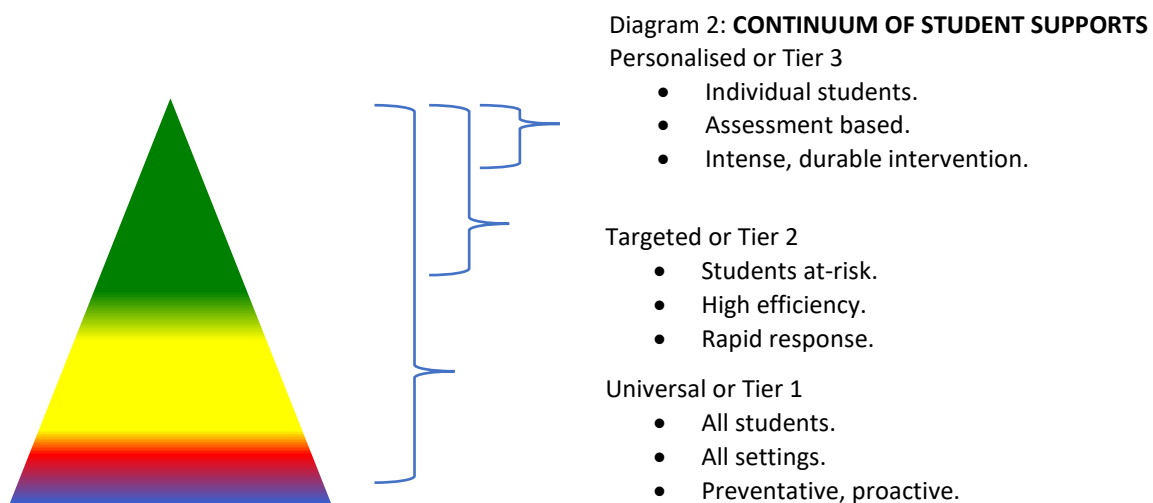
Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**
Personalised or Tier 3
- Individual students.
- Assessment based.
- Intense, durable intervention.

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

Universal or Tier 1
- All students.
- All settings.
- Preventative, proactive.

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

Our Approach – Responsible Thinking Process as a Tier 2 process

What is the Responsible Thinking Process?

The Responsible Thinking Process (RTP) (Ford, 2004) is one of the strategies used at St Peter Claver College to manage Tier 2 concerns (Repeated Minor Behaviours). The Responsible Thinking Process encourages students to reflect on their behaviour and make decisions about the choices they are making. They are encouraged to use positive behaviours, and they consider this in a written plan. Students then rebuild relationships with their classroom teacher through the negotiation of their plan. The teacher will inform the student of the preferred behaviour and discuss what it looks like in their class, essentially re-teaching the behaviour. Students are supported in developing their values and working towards making decisions. These decisions help them to achieve the standards they want for themselves, whilst still upholding the values of the College.

Theoretical and conceptual characteristics

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

The aim of the Responsible Thinking Process is to achieve disruption free classrooms and safe school grounds so that teachers can teach, and students can learn and reach their full potential. Students acknowledge behaviours and through a process of consultation with staff, can select more positive behaviours and rebuild relationships with staff and other students.

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

The leadership of student behaviours within St Peter Claver College consists of three distinct, but complementary teams. A Responsible Thinking Centre (RTC) operates as a mechanism to initially support students at a Tier 2 level when behaviours are minor but repeated. This allows students to discuss and reflect on their behaviours in a nonconfrontational environment. This RTC team, meet regularly and communicate with staff their concerns with students, including the data gathered from this support space. Staff undertake regular professional development in the use of PB4L and the RTC (in staff meetings).

Additional support is provided by the Year-Level Pastoral Team who work with students in the Tier 2 space. They work with these students and their families in Student Support Meetings to build mutual understandings of the College rules, expected behaviours and processes. This Pastoral Team is led by the Assistant Principal – Pastoral, who coordinates the team as a line manager. This team meets regularly to discuss student concerns, ongoing and upcoming issues, and processes in need of improvement.

The Pastoral team works closely with Learning Support staff, Guidance Counsellors and Curriculum leaders to ensure that individual students and whole year levels are well supported.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our Brisbane Catholic Education expectations are:

- Be Respectful.

- Be Responsible.

- Be Safe.

- Be a Learner.

Further to this, St Peter Claver College expectations include:

- We are each responsible for our own behaviour.

- No-one has the right to violate the rights of others:

    - In our classrooms this means the teacher's right to teach and the student's right to learn cannot be disrupted by the actions of others.

    - In the playground this means that every student's right to feel safe and free from harassment cannot be threatened by others.

    - In our college community this means all people, including students, who work in or who support our school, have the right to be treated respectfully.

    - In our college community this means all resources, the environment, classrooms and facilities are to be treated with respect so that they are usable for all.

Our school behaviour expectations *Claver Expected Practices* (Appendix B) is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au.

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- All students are inducted into RTC policy and procedures as they begin in the school.

- Families are informed that St Peter Claver College is a PB4L school with a RTC as a Tier 2 support.

- Behavioural expectations are reinforced in the RTC plans, in negotiations, in classes, Year level and full school assemblies.

- Student leaders support younger peers.

- Reminders are provided to families through newsletters, information nights and our Facebook page.

- Student transition and mentoring processes.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
RTP – Questions and Negotiations (the questions remind students to examine their behaviours and correct them and the negotiation is the opportunity for encouragement and the rebuilding of relationships)	RTP – Questions/Negotiations (the questions remind students to examine their behaviours in the classroom and correct them and the negotiation is the opportunity for encouragement and the rebuilding of relationships)
Pastoral support programs	Learning Intentions/Success criteria
Ticket in attendance draw/Year level assembly draw	Claver Academic Tracker (CAT) emails
Student voice	Uniform Tracker and rewards for uniform
Respectful relationships between students and staff	Clear rules and expectations – Expected Practises Behaviour Matrix – Claver Expected Practices
Claver Spirit Awards	Parent meetings/calls
Student Support meetings	

Tier 2 Targeted Supports:

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

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

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

- Daily Check-in process provides 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.

- CPIE meetings are held for each year level to identify students who require support, nominate a Case Manager and discuss strategies to support the individual in their learning. In attendance at this meeting are Curriculum Leader Middle Years, Year-level Pastoral leader, Support Teacher Inclusive Education.

- RTC (Responsible Thinking Classroom) provides students with a space and staff member to revisit their ongoing behavioural issue and examine what they could do to correct this behaviour. They then can restore relationships with their classroom teacher and discuss expectations of that class. This is a re-learning opportunity for the student.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour have not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence–based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan.

- Personalised Behaviour Support Plan.

- Guidance Counsellor support services.

- Student Support Team case management - planning and implementation of individualised support plans and monitoring data.

- Partnerships with outside support agencies and specialists.

- Check in process with Pastoral Leader or nominated staff member.

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours

using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of behaviours and their category as Major or Minor.

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

De-escalation	Problem-solving	Restorative
RTP RTC Established classroom/school rules. Expected practises. Individual support plans PCT	Teacher – student conversation RTC plan negotiation – teacher and student Teacher – student – parent meeting CPIE meeting PCT Pastoral Leader meeting	Student apology Restorative conversations/actions Mediations Student Support Meetings RTC plan negotiation – teacher and student After referral RTP Proactive conversations around behaviour and attendance

In addition, de-escalation crisis prevention and support strategies may include referrals to counselling, problem solving, support of family, counselling referrals, GP recommendation.

5. BCE Formal Sanctions

Pastoral Care Tutorial (PCT) process

A Pastoral Care Tutorial (PCT) is issued when a behaviour sits beyond the normal Responsible Thinking Process. The enacting of this process sits with the Pastoral Leader after other interventions (such as student/staff plan negotiations/meetings/conversations) have not been effective or when a behaviour does not sit in the RTC (ongoing uniform issues) nor is at the level of a suspension.

Pastoral Care Tutorials are a reflective and educational process for the student where they think through the impacts of their actions, how they could modify their behaviour and restore the relationships possibly damaged by the incident. Before a Pastoral Care Tutorial takes place, parents are informed as to why a PCT has been issued and when it will take place. Pastoral Leaders supervise Pastoral Care Tutorials during lunch breaks.

Suspension process

The suspension process takes place when a student has broken or continues to break rules set by the College. The rules could be regarding ongoing bullying and harassment, physical actions towards students/staff, chronic non-compliance with school rules.

When a suspension takes place the Assistant Principal Pastoral confers with the Deputy Principal to outline the parameters of the suspension and to determine the terms of the suspension. The student and family are informed of the suspension, the reason it has been applied and when a re-entry may take place at the earliest possible convenience of the Pastoral Leader/Assistant Principal Pastoral or College Leadership Team member. Documentation of the suspension is entered into Engage by the Pastoral Leader/Assistant Principal Pastoral/CLT or Pastoral secretary.

Typically, the re-entry meeting is held with the family, the student, Pastoral Leader and the Assistant Principal Pastoral (depending upon the context of the suspension). The focus of the re-entry meeting is around the educative experience – what the student has learnt, what they may do differently in the future and how they would like to move forward. It is a process that is fully supportive of the student and family and looks toward a positive outcome.

Negotiated Change of School

Negotiates change of school takes place when all other options have been exhausted or when a student has made such an error of judgement that they pose a risk to the safety and wellbeing of other students and staff.   This decision is made by the Principal in consultation with all stakeholders and the Senior Leader and signals:

- 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.

- Removal of the student from an established environment in which inappropriate behaviour patterns have become entrenched.

- A means to 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

In extreme circumstances, the Principal may, in consultation with their Senior Leader School Performance (Senior Leader), make a submission, recommending the exclusion of a student from a Brisbane Catholic Education school. The consideration of this exclusion must contain documentary evidence to support the decision. Following endorsement from the Senior Leader, the Principal will meet with the Parent / Legal Guardian to:

- Explain the that the school is proceeding to recommend exclusion.

- Explain the rights of the parent/ legal guardian to cancel the student's enrolment.

- Provide options for support.

- Engaging with BCE Challenging Student Process.

- Take reasonable steps to arrange for the student to access the curriculum during suspension.

- Provide the parent with a summary of the meeting and documentation gathered to support the exclusion.

- Invite them to respond within 5 days to the proposal of exclusion and considers the response.

- Provide written recommendation for exclusion to Head of School Performance, endorsed by Senior leader.

- If recommendation does not proceed, the Principal will work with key staff to transition the student back into school.

The grounds for exclusion from a BCE school may include:

- Persistent disobedience.

- Misbehaviour.

- Conduct that adversely affects, or is likely to adversely affect, other students.

- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school.

- The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff

- If suspension of the student does not adequately address the disobedience, misbehaviour, conduct or risk.

- The student has been convicted of an offence the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

For appeals, the school aligns to BCE processes.

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

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

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

Our school uses the PB4L framework, RTC, and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Understanding Bullying and Harassment

As a school community, we will not allow cases of bullying to go unaddressed. In doing so, we commit to:

Staff:

- Be role models in word and action following expected practices.

- Be observant of signs of distress or suspected incidents of bullying.

- Make efforts to be active in the supervision of students.

- Take steps to support students who have been subject to bullying behaviours.

- Report suspected incidents to the appropriate staff member such as a Pastoral Leader, Assistant Principal Pastoral or Deputy Principal.

Students:

- Refuse to be involved in any bullying situations.

- If you are present when bullying occurs – take some form of preventative action and report the incident or suspected incident to a staff member.

- Follow student expected practices.

- Follow school rules.

Parents:

- Watch for signs of distress in their child, e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.

- Advise your child to tell a staff member about the incident – this can be in person or via email to a staff member.

- Inform the College if bullying is suspected.

- Keep a written record (who, what, when, where, why, how).

- Do not encourage their child to retaliate in person or online.

- Encourage their child to engage positively with others.

St Peter Claver College utilises the work of Bullying No Way. Staff are educated in recognising bullying and intervention strategies in school staff meetings. They are also encouraged to avail themselves of these professional development resources (as below).
https://bullyingnoway.gov.au/resources/professional-learning-resources

Teaching about Bullying and Harassment

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Within the personal development program at St Peter Claver College, the topics of respectful relationships is addressed in specific targeted lessons across each year level. These messages are

also supported through year level assemblies, school assemblies, individual interventions, Pastoral Care Tutorials and within the religious education program.

Responding to Bullying and Harassment

If an incident of bullying or harassment occurs (or is observed) students, families and staff are asked to report this to a staff member at St Peter Claver College. This can be done by emailing or calling a staff member (preferably the student's Pastoral Leader) detailing the incident, providing evidence (if applicable), and discussing with their student that retaliation in person or online is not acceptable.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these.)

- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

- **Plan** the response with the student/s and their families to provide support, teaching and strategies.

- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Preventing Bullying and Harassment

St Peter Claver College works to create an environment that is safe, supportive and inclusive to prevent incidences of bullying and harassment. For e.g.:

- Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. For example, using student leaders to speak to other year levels about the expected Claver practices, awareness days such as Anti Bullying Day.

- 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. For example, the pastoral team conducting forums on effects of bullying, ways to prevent bullying, building positive relationships based on the Bullying No Way resources and others as provided online.

- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. For example, school leadership discuss student protection issues, ensure training is undertaken in student protection and safeguarding action, presentations in forums and twilights that build upon social and emotional skills and understanding, cultural awareness and promote opportunities of online personal development.

- New and relief staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour by providing them with a copy of the College Behaviour Support Plan, offering opportunities to attend staff professional development in forums and twilights.

- Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parents understanding of how our school addresses all forms of bullying behaviour. This communication occurs through the school newsletter, parent forums and social media pages especially around awareness days such as Anti Bullying Day, Sorry Day, Inclusive practises and Cyber safety.

- Explicit promotion of social and emotional competencies among students: This is actioned through the Pastoral Care program with a focus on the Australian Curriculum General Capabilities.

- Teaching of the The Resilience Project (TRP) to foster in students more positive mental health and wellbeing through the teaching of Gratitude, Empathy and Mindfulness (GEM). These activities and strategies assist student to deal with bullying behaviour more effectively.

- The Australian Student Wellbeing Framework, *Be You* Framework and Wellbeing resources including *Reach Out*, *Bullying No Way!*, Headspace and Youth Beyond Blue are used as whole school programs to prevent and address bullying.

Key contacts for students and parents to report bullying

Year 7 Pastoral Leader – Ms Jocelyn Zelinski (jzelinski@bne.catholic.edu.au)

Year 8 Pastoral Leader – Mrs Sarah Steffens (ssteffens@bne.catholic.edu.au)

Year 9 Pastoral Leader (Acting) – Ms Tiana Nebauer (tiana.Nebauer@bne.catholic.edu.au)

Year 10 Pastoral Leader – Mr Dan Meehan (daniel.meehan@bne.catholic.edu.au)

Year 11 Pastoral Leader – Mr Josh Elwell (jelwell@bne.catholic.edu.au)

Year 12 Pastoral Leader – Ms Kirstin Winnel (kwinnel@bne.catholic.edu.au)

Assistant Principal Pastoral – Ms Donna Sugars (dasugars@bne.catholic.edu.au)

College Counsellors and any member of College Leadership Team.

Cyberbullying

Cyberbullying is treated at St Peter Claver College with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the **Office of the e-Safety Commissioner** or the Queensland Police Service.

If you are being harassed online, take the following actions immediately:

- Tell an adult you trust/Report the issue to a teacher or Pastoral Leader.

- Leave the chat room/online game play.

- Keep a record. Save any harassing messages and record the time and date that you received them. Make sure this is a full record including any messages you may have sent.

- Block the sender's messages and don't reply to harassing messages.

- Advise your Service Provider. Most service providers have appropriate use policies that restricts users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.

- Report to the e-Safety Commissioner.

- Report to police. If the bullying includes physical threats, tell the police.

What if a student experiences cyberbullying outside of school hours?

If the cyberbullying incident involves other students at the College, the student is still required to notify a teacher or their Pastoral Leader so the incident can be recorded, investigated, and acted upon appropriately.

It is important for students, parents, and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

At St Peter Claver College Pastoral staff investigate all incidences of online bullying and harassment that are brought to their attention. The process followed is similar to all bullying and harassment complaints. Staff will:

- **Listen** carefully and calmly, and document what the student tells them.

- **Collect** information, document, and evaluate. We ask that students and families keep/pass on to staff the evidence of bullying and harassment online so that staff can view what has occurred.

- **Contact.** If a parent/guardian is unaware of the incident staff will inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- **Record** the incident either as Bullying/Harassment online and complete the bullying record in the Engage Student Support System in a timely manner.

- **Respond** to incident, following the school's Student Behaviour Support Plan. Depending on the severity of the interactions PCT's, SSM's and/or Formal sanctions could be part of this response.

- **Plan** the response with the student/s and their families to provide support, teaching and strategies. Discussion will take place around positive use of social media, and the reporting of incidents to the e-Safety Commissioner.

- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Resources

The Australian Curriculum provides the framework for the anti-bullying teaching and learning activities within a school.

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

Bullying No-Way: https://bullyingnoway.gov.au/preventing-bullying/national-day-of-action-against-bullying-and-violence

Office of the eSafety Commissioner: https://www.esafety.gov.au/?gclid=Cj0KCQiArsefBhCbARIsAP98hXQrMBO8RRj2LG-sVcrYCn0ilszq_OjxfTROe-gHFOHi1pu5esfVF4oaAl7SEALw_wcB&gclsrc=aw.ds

Reach Out: https://au.reachout.com/

Headspace: https://headspace.org.au/

Youth Beyond Blue: https://www.beyondblue.org.au/who-does-it-affect/young-people/support-and-services

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

Further to this, St Peter Claver College, staff specifically use RTC data, incident data, attendance data and teacher feedback to make data informed decisions about student supports. This includes team meetings – (consisting of teachers and leadership) to analyse school data with feedback to staff in meetings, Targeted and personalised team meetings (including Pastoral Leaders, STIEs, GCs and leadership) to analyse and prioritise students requiring or enrolled in targeted or personalised supports.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes.

- Procedure: Alcohol and other drug-related issues.

- Procedure: Weapons in Schools.

- Code of Conduct.

- Student Attendance policy.

- Student Diversity and Inclusion policy.

- Student with Disability policy.

- Student Behaviour Support policy.

- Student Behaviour Support procedure.

- Student, Parent and Guardian Complaints Management policy.

- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that 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 with starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
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.

	Descriptor	Definition	Example
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	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 with 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

Staff Expected Practices	Student Expected Practices
Positive Relationships	Positive Relationships
Respect for the Learning Environment	Respect for the Learning Environment
Entry and Exit Rituals	Prepared for Learning
Bell to Bell Teaching	Punctuality

College Leadership Team Practices
Commitment to 'Walks and Talks' with feedback to staff.
Provide ongoing Professional Development for RTP/RTC/PCT for all staff.
Classroom Setup: Room Timetables. Out of Class Record Sheet/Slips. Uniform Process Sheet.

PRACTICES IN ACTION

Positive Relationships (Staff)

- Positive relationships are the key to students feeling safe, valued and accepted by all members of the school community.

- "Learning requires positive relationships, between learners and teachers or between learners and their peers. These positive relationships are the precursors to learning - as students need to feel trust to ask for help, try again and explore with their peers to learn." (Hattie & Zierer, 2018).

- Positive relationships are built on mutual trust and respect.

- Example Practices are:

  - Determine positive ways of working with support staff.

  - Knowing your students.

  - Using their names.

  - Greeting students and introduce any support staff.

  - Listening attentively.

  - Pleasant tone of voice.

  - Setting clear expectations.

Positive Relationships (Students)

- Positive relationships are built on mutual trust and respect:

  - Teacher to student.

  - Student to teacher.

  - Peer to Peer.

- Example Practices are:

  - Greet your teacher and any school officers.

  - Being respectful and listening to others and College staff.

  - Striving to improve and allowing others to improve.

Respect for Learning Environment (Students and Staff)

- The whole College is the Learning environment:

  - The College grounds are kept clean and tidy.

  - The College classrooms are kept clean and organised.

  - We respect the facilities and resources in classrooms.

Entry and Exit Rituals (Staff) - Guidelines

Consistent **Entry Rituals** for classrooms will include:

- Students lining up before entering the room.

- Teacher greets students upon entry.

- Students move to their designated seat and wait on teacher instructions to start the lesson (including use of technology).

- Teacher marks roll and begins the lesson.

Adjustments to be made for practical based teaching settings.

Consistent **Exit Ritual** for classrooms will include the teacher allocating time at the end of the lesson to ensure:

- The room is clean and tidy.

- Desks are returned to original setup.

- Resources are packed away.

- Whiteboards are cleaned.

- Lights, fans, Air-Con and Data projector are turned off.

- Windows closed and door locked.

Adjustments to be made for practical based teaching settings.

Bell to Bell Teaching (Staff)

- Teachers will maximise the learning contact time available in the period (allowing for a brief exit ritual).

- This means students do not pack up early and gather near the door or outside the classroom area.

- Students leave the classroom when dismissed by the teacher after the bell.

Prepared for Learning (Student)

- To maximise your learning experience, you are required to bring all your equipment to classes which may include:

    - Being in correct uniform for the subjects you have that day (E.g. Sports Uniform for HPE).

    - A fully charged laptop.

    - Stationery, Workbooks and Textbooks.

    - Specific safety equipment (PPE) (E.g. Leather boots for DT).

Punctuality (Students)

- To maximise your learning experience, you are required to be at your class by the specified bell times:

  - Move immediately to your lockers at the first bell – collect required equipment and move to your class by the second bell.

  - Use your break time to eat, go to the toilet, return sporting equipment and fill your water bottles to minimise the need to leave your class unnecessarily.