

# STUDENT BEHAVIOUR SUPPORT PLAN

23 February 2026

10 Old Ipswich Rd  
Riverview Q 4303  
PO Box 130  
Booval Fair Q 4304  
(07) 3810 5900  
[www.spcc.qld.edu.au](http://www.spcc.qld.edu.au)

*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. The College 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.

Charles Brauer  
**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 of Concern, Love and 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. The College uses the Positive Behaviour for Learning model which teaches, reinforces and rewards positive behaviour. The aim of this model is to better academic achievement, social development and emotional outcomes for students.

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 and Justice. 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 College 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 and responding to students to meet their needs unify us and direct our actions.

St Peter Claver College and its staff uphold the Brisbane Catholic Education (BCE) vision to Teach, Challenge and Transform and the College values of Concern, Love and 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.

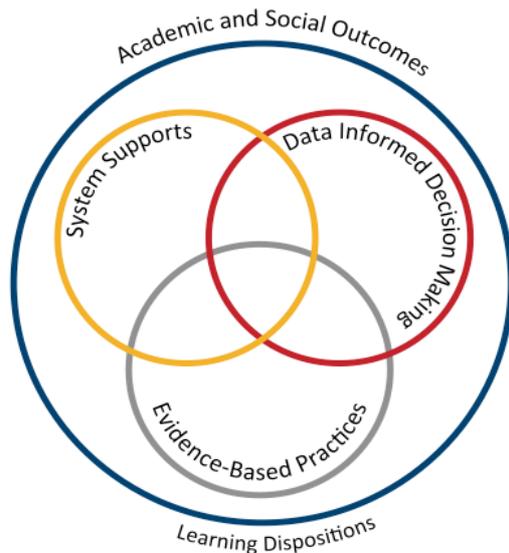


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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).



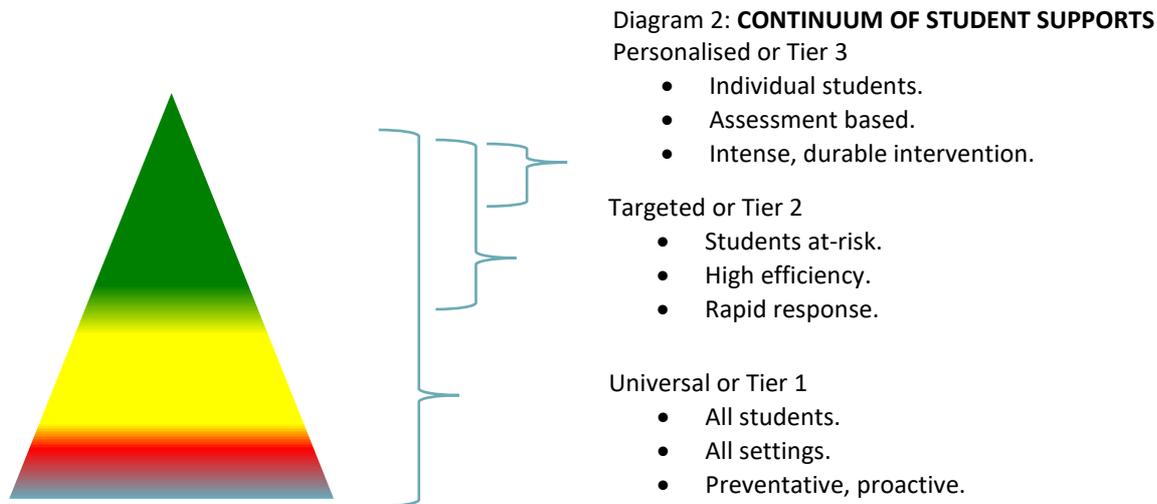


## Tier 2 Targeted Supports

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.





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

### **3. Student Behaviour Support Leadership and Professional Learning for School/College Staff**

St Peter Claver College has begun the transition to PB4L with staff and students, which is led by all members of the College Leadership Team (CLT) and Pastoral staff.

Pastoral Leaders work with 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 co-ordinates 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.

The CLT supports this team and are part of Tier 3 processes. Members of this team provide guidance and collaborate in decision making about student concerns.

Staff at St Peter Claver College receive professional development throughout the year from Pastoral staff and external providers around behaviour models, classroom management etc.

## **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 College's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Be Respectful.
- Be Responsible.
- Be Safe.
- Be a Learner.

The Claver Way (Appendix B) outlines the general expectations for all staff, students and families to follow – the Claver Way for Students is further explored within the Behaviour Matrix.

Our College Behaviour Matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and families with a positive message about behaviours for learning at school.

See Appendix C for a copy of the St Peter Claver College Behaviour Matrix.

In addition to the College 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 21<sup>st</sup> Century.

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](http://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 behaviour procedures and processes at Orientation and throughout the year and reinforced in Home Classes and in subject classes.
- Families are informed that St Peter Claver College is a PB4L school with a behaviour support room as a Tier 2 support. Families have been provided with a copy of The Claver Way (College Expectations) and the College Behaviour Matrix.
- Behavioural expectations are reinforced in the behaviour plans, in negotiations, Student Support meetings, in classes, Year level and full school assemblies.
- Student Leaders support younger peers.
- Reminders are provided to families through newsletters, information nights and our social media.
- Student transition and mentoring processes.
- New student orientation when needed.

## **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.

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





The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Behaviour Support Room – 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).	Behaviour Support Room – Questions and 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.
Attendance rewards.	Claver Academic Tracker (CAT) emails.
Student Voice.	Uniform Tracker and rewards for uniform.
Respectful relationships between students and staff.	Clear rules and expectations – The Claver Way expectations and The Claver Way Matrix.
Claver Spirit Awards.	Parent/caregiver 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/caregivers for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Curriculum Pastoral Inclusive Education (CPIE) meetings are held for each year level to identify students who require support and to discuss strategies to support the individual in their learning. In attendance at this meeting are Curriculum Leader - Middle Years Performance and Growth and





Curriculum Leader - Senior Years Performance and Pathways, Year-level Pastoral leader, Support Teacher Inclusive Education, Guidance Counsellors.

- At Risk meetings discuss the students who are at a Tier 2 level and may need more intervention.
- The Behaviour Support Room provides students with a space and a 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, referring to the Behaviour Matrix. This is a re-learning opportunity for the student. Here the students can reflect on behaviour, be provided with appropriate resources and come up with a plan for more positive behaviours.

### **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 College include:

- 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.

### **Tier 4 Feedforward: Responding to Unproductive Behaviours**

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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.





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

De-escalation	Problem-solving	Restorative
Behaviour Matrix.	Teacher-student conversation.	Student apology.
Behaviour Support Room.	Behaviour discussion – teacher and student.	Restorative conversations/actions.
Established classroom/school rules. The Claver Way expectations and The Claver Way Matrix.	Teacher-student-parent/caregiver meeting.	Mediations.
Expected Practices.	Curriculum Pastoral Inclusive Education meeting.	Student Support meetings.
Individual Support Plans.	Pastoral Care Tutorial.	Behaviour Plan negotiation – teacher and student.
Pastoral Care Tutorial.	Pastoral Leader meeting.	Proactive conversations around behaviour and attendance.

## 5. BCE Formal Sanctions

St Peter Claver College works collaboratively within school-based support teams to ensure that students are given many opportunities to learn appropriate behaviours prior to the use of Formal Sanction.

Home Class teachers, Classroom Teachers, and Pastoral Leaders meet with students around modifying negative behaviours.

### Pastoral Care Tutorial (PCT) Process

A Pastoral Care Tutorial is issued when a behaviour sits beyond the normal Tier 1 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 Behaviour Support Room (ongoing uniform issues) nor is at the level of a suspension.

PCTs 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 PCT takes place, parents/caregivers are informed as to why a PCT has been issued and when it will take place. Pastoral Leaders supervise PCTs 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 the College rules.





When a suspension takes place the Assistant Principal Pastoral confers with the Principal/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 CLT 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.

## Exclusion

In extreme circumstances, the Principal may, in consultation with their BCE Senior Leader School Progress and Performance 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 College is proceeding to recommend exclusion.
- Explain the rights of the parent/ legal guardian to cancel the student’s enrolment.
- Provide options for support.
- Engage with the BCE Challenging Student Process.
- Take reasonable steps to arrange for the student to access the curriculum during suspension.
- Provide the parent/legal guardian with a summary of the meeting and documentation gathered to support the exclusion.
- Invite them to respond within five days to the proposal of exclusion and consider the response.
- Provide written recommendation for exclusion to the BCE Head of School Performance, endorsed by the BCE Senior Leader School Progress and Performance.
- 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 College.
- The student’s attendance at the College 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 and 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 College.

### Appeals Process

Sanction	Appeal Process
Suspension 1- 5 days	Appeal made to the College Principal.
Suspension 6+ days	Appeal made to the BCE Senior Leader School Progress and Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a> .
Outcome of Appeal	The Appeal Reviewer (College Principal or BCE Senior Leader School Progress and Performance) must: <ol style="list-style-type: none"> <li>1. Make the review decision within five business days after the application is made; and</li> <li>2. As soon as practicable after the decision is made give the person written notice of the decision.</li> </ol>
Exclusion	An appeal against an exclusion must be submitted in writing to the BCE Compliance and Performance Executive within ten school days after receiving notification of the exclusion.

## 6. Bullying and Cyberbullying – Information, Prevention and College Responses

The College provides students with learning about Respectful Relationships and Consent through the College Wellbeing program which includes The Resilience Project. We acknowledge and participate in the Bullying No Way week acknowledgement. The Religious Education and HPE program teach about right relationships and how to be a positive member of our community.

The College works with all students and their families to ensure that all students feel safe in the school community including students with disability and their associates.

### Definition

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

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

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





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

## **Our Whole-School Approach to Preventing and Responding to Student Bullying and Harassment**

The College uses the PB4L framework and the Australian Education Authorities resource [Bullying No Way!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment. We also use lessons from The Resilience Project to inform students about Respectful Relationships and Consent.

### **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**

- Being role models in word and action following expected practices.
- Being observant of signs of distress or suspected incidents of bullying.
- Making efforts to be active in the supervision of students.
- Reporting suspected incidents to the appropriate staff member such as a Pastoral Leader, Assistant Principal Pastoral or Deputy Principal.

#### **Students**

- Refusing 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.
- Following student expected practices.
- Following school rules.

#### **Parents/Caregivers**

- Watching 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.
- Advising your child to tell a staff member about the incident – this can be in person or via email to a staff member.
- Informing the College if bullying is suspected.
- Keeping a written record (who, what, when, where, why, how).
- Not encouraging their child to retaliate in person or online.
- Encouraging 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 professional development resources.

<https://bullyingnoway.gov.au/resources/professional-learning-resources>

Staff will have the opportunity to revise information about Bullying prior to *Bullying No Way* week when staff will lead students in daily activities around Bullying and in Wellbeing/*The Resilience Project* lessons where they build positive relationship skills.





Our Claver Expectations, The Claver Way and the College Behaviour Matrix assist in the teaching of anti-bullying strategies.

## 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, College assemblies, individual interventions, Pastoral Care Tutorials and within the HPE and 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 Home Class teacher or 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 the College team process. This includes all staff who work with the student and their family/guardians.

- **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/caregiver to inform them of the incident, give details of the College's immediate response, and how the incident will be addressed. Contact appropriate College personnel (Principal and College 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 College's Student Behaviour Support Plan. Where possible, the College 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. E.g:

- Student Assemblies: Expectations about student behaviour will be discussed and information presented to promote positive school culture where bullying is not accepted. For example, Student Leaders speak to other year levels about The Claver Way and how this translates to our community, reminding students that this includes students with disability and their associates. We acknowledge awareness days such as *Bullying No Way* week.
- 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, College 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 the College'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/caregivers: The College will provide information to families to help promote a positive school culture where bullying is not acceptable and to increase parents/caregivers understanding of how the College addresses all forms of bullying behaviour. This communication occurs through the College newsletter, parent forums and social media pages especially around awareness days such as *Bullying No Way* week, *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 The Resilience Project to foster 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 *Beyond Blue* are used as whole school programs to prevent and address bullying.





## Key Contacts for Students and Parents/Caregivers to Report Bullying

- Pastoral Leader – Year 7 - Ms Kirstin Winnel (kwinnel@bne.catholic.edu.au).
- Pastoral Leader – Year 8 - Ms Jocelyn Zelinski (jzelinski@bne.catholic.edu.au).
- Pastoral Leader – Year 9 - Mrs Sarah Steffens (ssteffens@bne.catholic.edu.au).
- Pastoral Leader – Year 10 - Ms Tiana Nebauer (tiana.Nebauer@bne.catholic.edu.au).
- Pastoral Leader – Year 11 - Ms Cherie Smith (cherie.smith@bne.catholic.edu.au).
- Pastoral Leader – Year 12 - Mr Josh Elwell (jelwell@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/caregivers 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/caregivers 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 the Police. If the bullying includes physical threats, tell the Police. In this section, outline how your school responds to incidents of cyber bullying and harassment.

## 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 their Home Class teacher or their Pastoral Leader so the incident can be recorded, investigated, and acted upon appropriately.

It is important for students, parents/caregivers, 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/caregivers 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/caregiver is unaware of the incident staff will inform them of the incident, give details of the College'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 the incident, following the College's Student Behaviour Support Plan. Depending on the severity of the interactions Pastoral Care Tutorials, Student Support Meetings 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-gHFOHi1pu5esfVF4oaAI7SEALw\\_wcB&gclidsrc=aw.ds](https://www.esafety.gov.au/?gclid=Cj0KCQiArsefBhCbARIsAP98hXQrMBO8RRj2LG-sVcrYCN0ilszq_OjxfTROe-gHFOHi1pu5esfVF4oaAI7SEALw_wcB&gclidsrc=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

### 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 Behaviour Support Room 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, Guidance Counsellors and College Leadership – including Curriculum Pastoral Inclusive Education meetings, At Risk and Complex Case Management meetings) to analyse and prioritise students requiring or enrolled in targeted or personalised supports.

### References

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

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

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

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

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

Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein





(Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.

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

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

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

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

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

### **Relevant Brisbane Catholic Education Policies**

- 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 wear clothing that is near but not within the College’s Uniform Policy.	Wrong socks, wrong shorts for sport.
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the College) use of mobile phone, mp3 player, camera and/or computer.	Making a mobile phone call in breach of the College 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 school student who does not drive themselves to school.
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 starting the learning task, continuing 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.





	Descriptor	Definition	Example
6	Dress Code Violation	Student wears clothing that does not fit within the College Uniform Policy.	'Gang' undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.	Throwing a computer, graffiti of school buildings, arson.
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory.	Student 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/caregiver or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by the College) 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	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette.	Vapes, cigarettes.
13	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.	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment.
14	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use can cause bodily harm.	Knife, toy gun, gun.
15	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.





	Descriptor	Definition	Example
16	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.
17	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability. Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading.	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public.  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
18	eCrimes/Cyber exploitation	Illegal actions that are carried out using a mobile device or technology to take advantage of another.	Stealing someone's identity and impersonating them online, sending sexually explicit images.
19	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.



## APPENDIX B – THE CLAVER WAY



# The Claver Way

---



**Students at Claver:**

- Act with Concern, Love and Justice.
- Respect our Claver environment.
- Are resilient and persistent learners (*'Show you can'*).

**Staff at Claver:**

- Act with Concern, Love and Justice.
- Believe our students can learn and grow (*'Know they can'*).
- Have/demonstrate pride in their profession.

**Parents/Caregivers at Claver:**

- Act with Concern, Love and Justice.
- Are pro-active partners in their child's learning journey and the Claver community.
- Encourage their student's learning, engagement and behaviour (*'Believe they can'*).

*Know you can.*

# APPENDIX C – THE CLAVER WAY BEHAVIOUR MATRIX



# The Claver Way

## BEHAVIOUR MATRIX

	In the classroom	In the playground	In the wider community	When using ICT	At all times
<b>At St Peter Claver College:</b>	<ul style="list-style-type: none"> <li>→ We treat everyone – staff, classmates and visitors – with respect.</li> <li>→ We help with pack up and pack down, cleaning of the room and leaving it as we found it.</li> </ul>	<ul style="list-style-type: none"> <li>→ We invite others to join in.</li> <li>→ We ensure everyone feels welcome and listen to staff.</li> <li>→ We keep games and activities safe.</li> </ul>	<ul style="list-style-type: none"> <li>→ We're polite and caring to everyone, using respectful words and actions.</li> <li>→ We listen respectfully to coaches, trainers and employers and follow their directions.</li> </ul>	<ul style="list-style-type: none"> <li>→ We communicate politely online.</li> <li>→ We only touch our own laptop and use our own log-in.</li> <li>→ We never post photos of students or staff without their permission.</li> </ul>	<ul style="list-style-type: none"> <li>→ We wear our uniform correctly and are Sun Safe.</li> <li>→ We respect everyone's privacy and take responsibility for our actions.</li> <li>→ We use positive language in communicating with all people.</li> <li>→ We keep our hands to ourselves, ask before touching and make sure everyone feels included (Hands-off Policy).</li> <li>→ We represent St Peter Claver College in a positive way – in the way we look and the words we use.</li> </ul>
<b>We act with Concern, Love and Justice</b>					
<b>We respect the environment</b>	<ul style="list-style-type: none"> <li>→ We keep our classroom tidy and look after all equipment.</li> <li>→ We return all items to their rightful owner or place.</li> </ul>	<ul style="list-style-type: none"> <li>→ We look after College equipment, buildings and grounds.</li> </ul>	<ul style="list-style-type: none"> <li>→ We speak respectfully about our teachers and learning at SPC.</li> <li>→ When we're learning outside of school, we follow the same rules.</li> </ul>	<ul style="list-style-type: none"> <li>→ We only use our own laptop and keep it safe.</li> <li>→ We treat our laptop and online spaces with respect.</li> </ul>	<ul style="list-style-type: none"> <li>→ We take care of all belongings which are the property of others.</li> <li>→ We report any damage immediately.</li> </ul>
<b>We are resilient and persistent learners</b>	<ul style="list-style-type: none"> <li>→ We follow entry and exit routines.</li> <li>→ We do our home learning and assessments.</li> <li>→ We get involved in all classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>→ We join in with all classes and all activities as directed by the teacher or staff member.</li> </ul>	<ul style="list-style-type: none"> <li>→ We're prepared for all co-curricular activities, TAFE, traineeships etc.</li> <li>→ We join in with all activities and follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>→ We make sure our laptop is charged and working.</li> <li>→ We use our laptop for learning when requested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>→ We always bring required equipment with us.</li> <li>→ We ensure safety in all activities.</li> <li>→ We are on time for all activities.</li> </ul>

*Know you can.*



**Approved: Principal**

**Issue date: 23/02/26**

**Next Review Date: 23/02/28**