Student Behaviour Support Framework, Policy and Guidelines

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Brisbane Catholic Education
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Siena
CATHOLIC COLLEGE

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School Mission and Vision

In Catholic schools, students behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe.

We are a faith-filled learning community creating a better future

Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2020

This vision statement, along with the Positive Behaviour for Learning (PB4L) framework underpins and guides the development and implementation of the Brisbane Catholic Education Student Behaviour Support Policy and Siena's implementation of this.

In Catholic schools, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Catholic schools seek to develop throughout the school community right behaviours and respectful relationships that are infused with gospel values.

The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

- **Quality relationships and partnerships** – the fostering of respectful interpersonal relationships among and between all community members.
- **A commitment to justice and service** - identifying and eliminating barriers that hinder students' participation and achievement.
- **Diversity is respected and valued** - welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties.
- **Social and emotional learning** - developing students' social/emotional skills, qualities of self-discipline, reciprocal responsibility, responsible decision making and a social conscience.
- **Effective networks of care across the community** - partnerships with parents, the wider community, church groups, support services, respite care and health services.
- **Supportive Organisational structures** - the establishment of specific whole school approaches and structures, processes and arrangements to support student formation and redirection, grievances and appeals, reconciliation and restoration.

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Our School Context

Siena Catholic College is a school community which understands its primary role is to provide an environment where each young person can thrive. The aim of Catholic education at Siena is to allow each child to realise their God-given potential, so they can become the people God intends them to be. We achieve this through high-expectations, recognition of success in its myriad forms, and the holistic approach to supporting students' wellbeing.

Since its establishment in 1997, Siena has developed a reputation for the depth and breadth of its formal curriculum and co-curricular programs. Excellence is strived for at all times and in line with the mission of a Catholic school, a strong emphasis on inclusive education has evolved with subjects catering for a wide variety of student interests and abilities. Students are offered a myriad of co-curricular opportunities in both the visual and performing arts and other cultural activities, sporting teams and access to programs that offer service to the local and wider community.

Student welfare is a high priority at Siena with a well-developed student support program in place as well as structures to ensure that the individual student is known and understood as a person.

This is all due to a very professional and skilled staff who are very generous with their time as they see students as their focus and learning not being limited to the four walls of a classroom. Parent and community involvement in many areas of school life is also very much valued.

Consultation and Review Process

The Student Behaviour Support Framework and Guidelines document is a flexible and adaptable resource that responds to the evolving landscape of secondary school and student support. Consultation takes place at a system level, incorporating feedback from students, parents, staff, and the wider community. Valuable input is gathered through various channels, including Wellbeing and Engagement Pastoral Leaders (referred to as Pastoral Leaders for the purpose of this document), communication with parents and staff, school board interactions, and parent engagement events.

The College also conducts comprehensive data analysis to inform the policy, utilising various data sources such as the Behaviour Engagement Database (BED), BCE Engage Student Support System (Engage), and the Positive Relations Survey. An annual review of the entire document is conducted by the Senior Leadership Team to ensure its continued relevance and suitability for its intended purpose.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Teachers at Siena Catholic College are dedicated professionals who embrace a comprehensive approach to education, emphasising the importance of high expectations, clarity, and support. They explicitly explain the purpose behind students learning specific content, clearly outline expectations, and provide success markers that indicate mastery of learning experiences.

Students are presented with explicit and high expectations regarding their active participation in the learning process. Throughout their learning journey, students receive a variety of feedback delivered through different channels. This feedback is personalised to each student, with a focus on supporting them in reaching their full potential as learners.

Teaching staff at the College recognise and value the involvement of all stakeholders in the learning process. They prioritise building positive teacher-student relationships through active engagement within various aspects of the College community. Teaching teams are dynamic and flexible, drawing upon the collective wisdom and experience of colleagues to optimise teaching and learning opportunities and ensure consistency in curriculum delivery.

The staff at the College are responsive to the diverse needs of the 21st-century classroom, ensuring that planning, teaching, and assessment methods enable all students to access the curriculum and experience success. They effectively employ age-appropriate pedagogy to engage every student in meaningful learning

experiences. Furthermore, the staff possess a strong foundation in data literacy, which is utilised to inform teaching practices and lesson planning.

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.

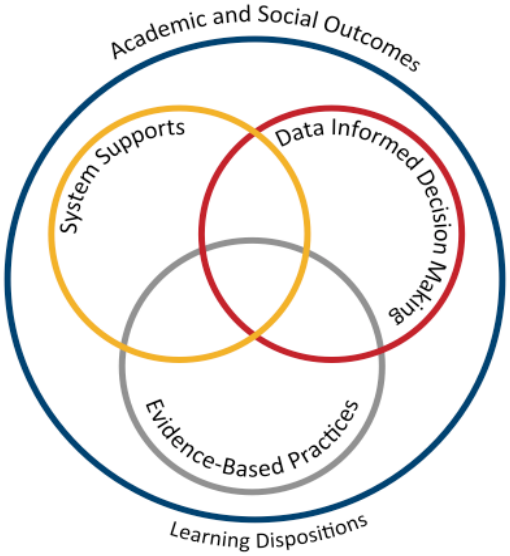


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.

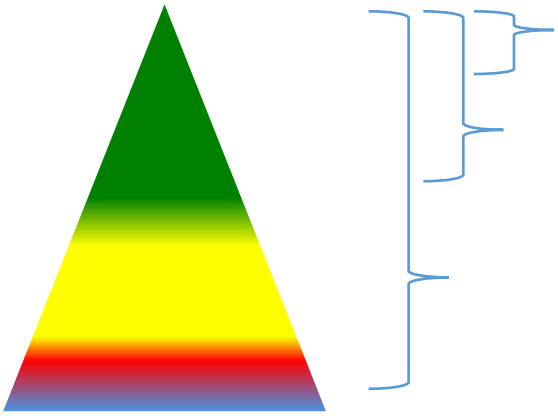


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

- Individual students
- Assessment based

Targeted or Tier 2

- Students at-risk
- High efficiency

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.

3. Student Behaviour Support Leadership and Professional Learning for College staff

The student support team comprises of a wide range of dynamic, skilled and professional individuals with a shared purpose; that being the support of students in our college community. The student support team is overseen by the Deputy Principal (Wellbeing and Engagement) who works with staff across each tier of support. All staff at the College are responsible for providing universal supports for students in their classes and the community. Individual supports are directed to the Pastoral Leaders each of whom work to support an allocated year level. Pastoral Leaders work with specialist staff at Siena including the Leader of Learning Services, STI:IEs, Guidance Counsellors and Case Managers.

Each Pastoral Leader and specialist support staff meet with the Deputy Principal each week to discuss individual students and global trends which may be emerging. Additionally, the Student Support team meet each week to discuss the wider school approach to wellbeing and ways to maximise support and encourage positive behaviour for learning. The Pastoral team meet with staff both formally and informally, providing appropriate age and stage supports aimed at maximising engagement in the classroom and wider school community.

Section B: Our Student Behaviour Support Practices

Siena Framework

Our Student Behaviour Support Framework is student-centered and has at its core a philosophy of support for students in their journey through secondary school. We have a strong emphasis on quality relationships, which are nurtured in the classroom and in the many extra-curricular activities offered to our students and supported by our wonderful staff.

When a student finds themselves outside clearly published and reinforced expectations, this quality relationship allows low level interventions to be aimed at the individual and re-direction to more positive actions to occur. When students require additional support our Pastoral team, spearheaded by our Pastoral Leaders, use restorative practices to ensure the student is offered appropriate support in reflecting on their situation and choosing alternate actions in the future.

The comprehensive pastoral structures at Siena are framed in our Student Behaviour Support Policy and Pastoral programs, and underpinned by the Positive Behaviour for Learning (PB4L) framework.

Student Behaviour Support Policy and Processes

- Re-establishes the link between student learning and student behaviour.
- Takes into account the different places that students find themselves from one day to the next.
- Is centered on allowing meaningful access to the curriculum for all learners.
- Considers root and systemic causes for disengagement.
- Addresses the needs for prevention and intervention.
- Acknowledges the fact that the vast majority of students are consistently living up to our high expectations.
- Addresses the need for individualised intervention for up to 15%* at any given time, by having clear and transparent processes which are designed to be life affirming and allow the opportunity for positive growth by participating in them.
- Identifies the requirement for specialised intervention and support programs, both in school and wider community initiatives, for up to 5%* of our student community with high needs and diminished capacity to engage with the expectations of our community, in a restorative and inclusive way.
- Offers support to staff in their endeavours to get the learners in their care to engage meaningfully with the curriculum.
- Relies on staff to Model, teach and celebrate positive behaviours.

High Expectations/High Level of Support

High Expectations

Staff

As a professional in a student-centred community it is incumbent upon us to:

- Foster and develop quality relationships with the learner(s).
- Prepare extensively for the learner(s).
- Be reflective and accountable to the learner(s).

Parent/Carer

As a parent/carer in a student-centered community it is incumbent upon us to:

- Play an active role in supporting the student in their learning.
- Encourage and support students to play a part in all aspects of the school community's daily life.
- Gain knowledge and understanding of the processes that exist in the school community.

Student

As student members of a student-centered community it is incumbent upon us to:

- Actively engage in the learning activities open to us each day.
- Reflect on personal practices and the alternatives available which are life –affirming.
- Consider the impact of decisions on the wider community of students, parents/carers and staff.
- Provide thoughtful and quality feedback on the processes that exist in the school community, in formal and informal ways.

Critical to the ability of members of our community to aspire to our high expectations are high levels of support.

High Level of Support

Staff

An adult professional member of the Siena community, has the entitlement to:

- Quality relationships – support in personal and professional life situations.
- Professional learning opportunities for curriculum initiatives.
- Professional learning opportunities for learning activity initiatives.

- Professional learning community fostering and celebrating the pursuit of excellence in our profession.
- A culture of recognition and acknowledgement.
- A support service which gives the opportunity for reflection of professional practices in the classroom by individuals and groups.

Parent/Carer

A parent/carer member of the Siena community, has the entitlement to:

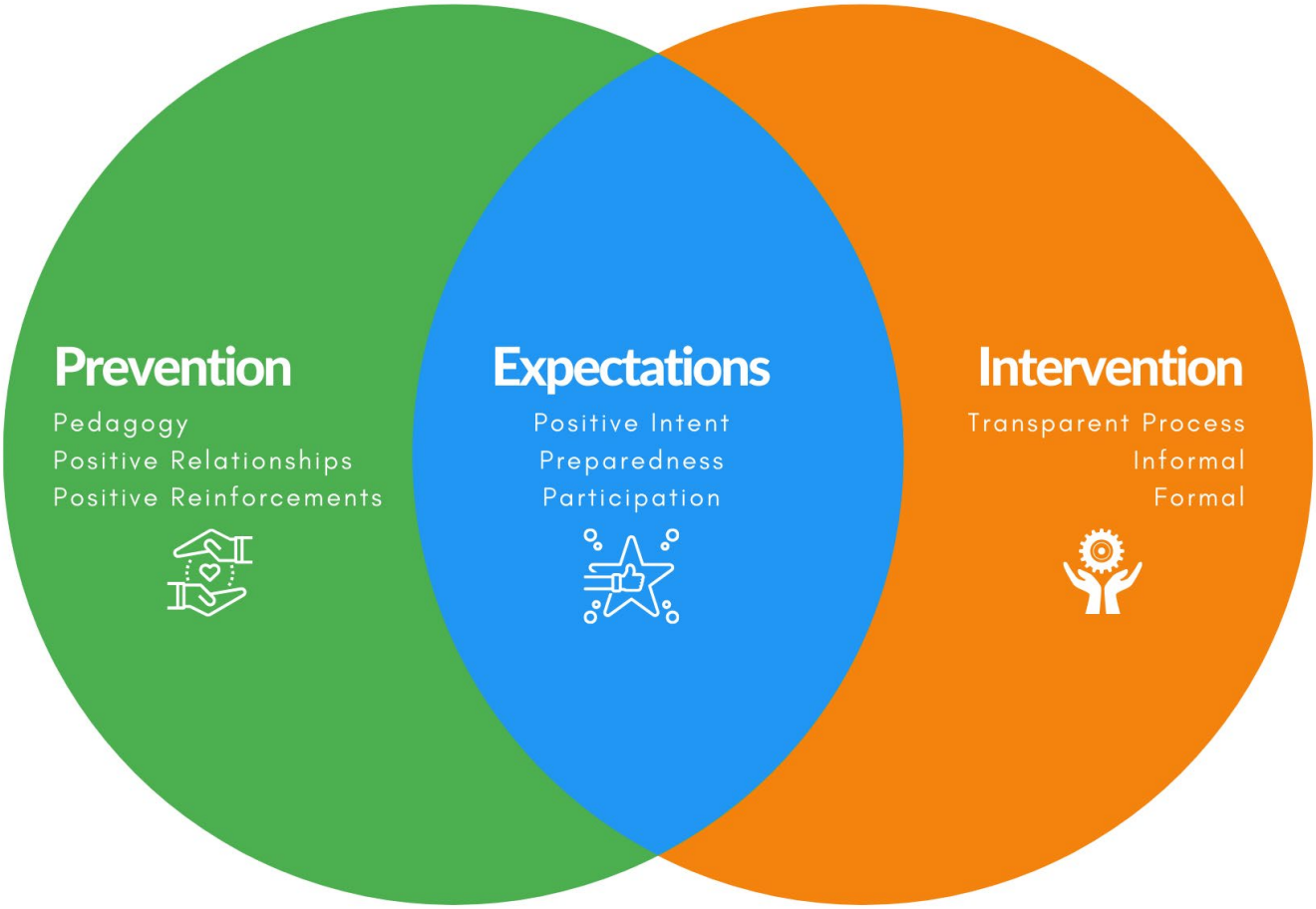
- Access to the whole range of services of support, both in-school and wider community initiatives.
- Opportunities for development of skills by relevant professionals.
- Full and open communication channels to allow the sharing of pertinent information which can support both parents and staff.

Students

A student member of the Siena community, has the entitlement to:

- Quality relationships – recognising each student's inherent value.
- Offering engaging learning experiences in a range of contexts.
- Offering opportunities to make, and learn from, mistakes.
- Having robust support structures both in-school and in the wider community to assist with age or situational specific difficulties.

Student Behaviour Support Framework



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.

At Siena Catholic College it is recognised that effective and committed student behaviour is grounded in our Catholic faith in which stewardship and advocacy are key values. This behaviour is evident when positive relationships are developed between students, teachers and parents. Students at Siena are nurtured and supported in a safe and welcoming environment where spiritual, emotional, social, physical and academic learning outcomes are maximised. Student behaviour is inextricably linked to the quality of the learning experiences and teachers and students strive for classroom engagement and embrace the concept that fundamental freedoms and rights are reciprocated by responsibilities.

The expectations at Siena revolve around the three key principles of **preparedness**, **participation** and **positive intent**. These three areas allow students the greatest opportunity to engage meaningfully in learning and in the community.

Preparedness involves students setting themselves up to be able to engage successfully in the activities of each day. Personal presentation, correct equipment for classes, home studies completed are examples of preparedness.

Participation refers to the spirit of engaging fully in each activity of the day, in class and outside of class,

Positive intent refers to the manner in which each person approaches the situations of the day and the people that they interact with. It signifies that Siena spirit of enthusiasm and consideration, making a positive difference in the world we live in.

The expectations listed below are not exhaustive but can act as a general guide to what students are to adhere to. Teachers provide explicit direction and ongoing feedback in relation to these expected behaviours.

Classroom Expectations

- Respect for self, teacher and other learners
- Arrive, demonstrating punctuality
- Interact positively and appropriately upon arrival and upon entering
- Prepare for learning by arranging personal belongings: books/laptops
- Consideration of fellow learners
- Actively engage in learning activities
- Effort to contribute
- Awareness and adherence to safety rules
- Encourage and celebrate the learning and achievement of others
- Effectively collaborative behaviour in terms of group work
- Actively listen to others
- Clarify areas of uncertainty
- Responsible use of technology
- Recording homework (diary/laptop)
- Movement around the room in a way that does not distract others
- Appropriate and respectful physical interaction
- Respectful words
- If leaving the room, follow the negotiated plan
- Talk is task orientated and timely

Playground Expectations

Playground - Litter/hat/activity

- Remaining in designated area
- Behaving in a way that supports the safety of others and self
- Respecting school property (natural and building) and the property of others

- Respond to staff request promptly and respectfully
- Be a powerful bystander
- Include others
- Do not go into out of bounds areas
- Report incidents to duty staff member
- Seek assistance from a senior student or staff member
- Move to class promptly when the bell signals breaks are over
- Use appropriate spaces for activities which involve balls/running
- Appropriate physical interaction
- Take pride and ownership of the area you frequent
- Hats must be worn when sitting or playing in the sun or not in full block shade
- Appropriate movement in high traffic areas
- Use appropriate language (be aware of those around you)
- Responsible use of technology in response to the ICT and Laptop Policy, Guidelines and Use Agreement

Extra-curricular and Co-curricular Activities/Sport/Excursions/Trips/Camps Expectations

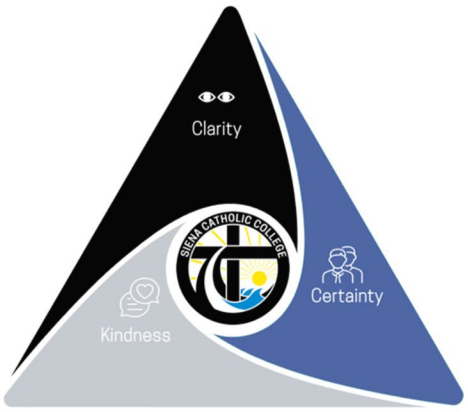
- Be a good ambassador for Siena in the wider community
- Adhere to school rules when travelling on public transport
- Normal school protocols apply in all extra curricula activities:
  - Use of technology at school events must follow regular school protocol
  - Behaviour on public transport
  - Respectful physical interaction
- Respectful to members of other school communities/wider community
- Be a powerful bystander
- Report inappropriate and dangerous behaviour

Our school Engagement Framework is a visual tool that outlines the expectations of behaviours we expect all parents, 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

Clarity, Certainty & Kindness



Staff promote clarity through:

- Clear learning intentions and success criteria
- Relevant and authentic learning experiences linked to assessment outcomes.
- Clear routines, established classroom expectations to maximise learning outcomes in the classroom and wider community.
- High levels of preparedness and professionalism to deliver learning experiences.
- Engage in formal (i.e. moderation) and informal processes to provide thoughtful, high-quality feedback to students.

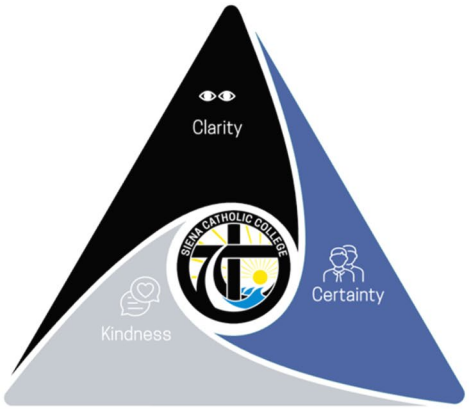
Students promote clarity through:

- Modelling behaviour consistent with the Four Pillars of Dominican Faith as outlined in the Student Behaviour Support Policy
- Exhibiting a clear commitment to the College community, evident in interactions and engagement in the classroom and wider community activities.

Parents & Carers promote clarity through:

- Committing to a supportive and collaborative approach to issues by presenting a united front in relation to College processes.
- Supporting the teaching and learning process through collaboration, open communication and partnership.
- A shared understanding and commitment to College policies and procedures.

Clarity, Certainty & Kindness



Staff promote certainty through:

- High expectations in the classroom, yard and extra-curricular life of the College.
- Consistent application of Student Behaviour Support Plan
- Consistent approach to pedagogy, planning, and behaviour support which is cognisant of the developmental age-and-stage of learners.
- High levels of participation in the wider life of the College community.

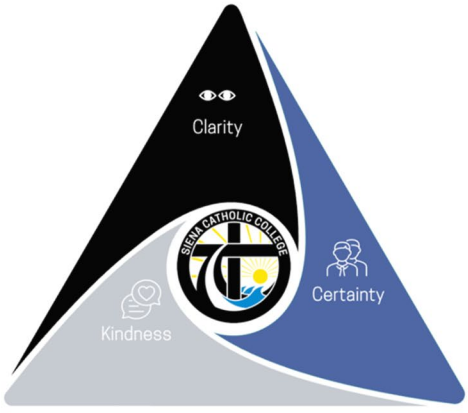
Students promote certainty through:

- Consistent engagement with positive intent within the classroom, the yard and the wider community.
- Contributing to opportunities which support and build College community.
- Consistently engaging in the learning activities available to them each day, by being present, prepared and positive.

Parents & Carers promote certainty through:

- Supporting high expectations as detailed in the Student Behaviour Support Plan
- Develop an understanding and appreciation of high levels of support provided for their child.
- Engaging in active dialogue with their child around events occurring at school

Clarity, Certainty & Kindness



Staff promote kindness through:

- The recognition of individual differences and contributions of all students in our College community.
- High levels of support.
- Quality relationships and partnerships with students, parents and the wider community.

Students promote kindness through:

- The understanding and appreciation of individual differences and contributions that each student brings to our College community.
- Considering the impact of decisions on the wider community of students, parents/carers and staff.
- Encouraging others through positive relationships.

Parents & Carers promote kindness through:

- Modelling behaviours that support a cohesive College community.
- An appreciation of teachers' capacity professional judgement .

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:

- Classroom expectations
- Meet and greet strategy
- Age-and-stage appropriate pedagogy
- Positive relationships and reinforcement
- House Group
- High expectations and levels of support
- Pastoral Programs (Worthy Siena Men and Worthy Siena Women / Pastoral Lessons).

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.

Prevention

At Siena Catholic College staff strive to have a detailed knowledge and understanding of the specific needs of students in their care including: special needs, learning difficulties, interests, strengths, giftedness and matters arising within a student's background that may impact on their learning and well-being. This awareness provides an integral; platform for teachers when planning units of work, learning activities and wider community involvement; allowing for all students to be engaged in the learning process.

Siena Catholic College supports student behavior in order to maximise their access to life giving learning. This is promoted through the development of effective:

1. Pedagogy
2. Case Management
3. Positive Relationships
4. Positive Reinforcement

Pastoral Programs at Siena

Siena provides a safe and supportive environment through pastorally caring practices.

- Promoting a positive self-image, personal development and social relationships
- Moral development
- Vocational awareness
- Gender and Sexuality
- Anti-bullying and harassment
- Health and personal safety
- Drug and alcohol use prevention programs
- Truancy prevention and lateness to class
- Dealing with grief and loss
- Management of critical incidents including drug related incidents and police investigations
- Restorative Practices/Restoring Relationships

- Specific programs including: Worthy Siena Men (WSM), Beautiful Siena Women (BSW) and Personal Social Development Education (PSDE)

Inclusive Programs at Siena

- Teachers develop a knowledge and understanding of verified students through individual education plans (IEP's).
- Teachers are engaged in differentiation in the classroom to ensure students are effectively supported in the learning.

Pedagogy

At Siena we value and respect diversity and embrace the uniqueness of each individual through inclusive curriculum. Siena fosters non-aggressive, non-coercive and non-discriminatory language and behaviour. The College sets realistic expectations for all students.

Pastoral and **Inclusive** programs at Siena represent a specific and planned means of helping students to value themselves, to experience wellbeing and acceptance.

Siena provides a comprehensive and inclusive curriculum which is inextricably linked to quality student support.

Two of the general capabilities identified by ACARA are Personal and Social capabilities. These refer to those elements of the affective domain which underpin the ability for a person to participate meaningfully in their world. The four key elements are Self Awareness, Self-Management, Situation Awareness and Situation Management

In the classroom staff endeavor to provide a safe and supportive environment which consider these elements in every day practices as well as through targeted programs such as Worthy Siena Men (WSM), Worth Siena Women (WSW) and Personal Social Development Education (PSDE).

Positive Reinforcement.

Positive reinforcement is actively endorsed in all classroom and extra-curricular activities. At Siena Catholic College we believe that praising and modelling positive behaviours in students. The positive reinforcement of these behaviours significantly reduces the need for punitive behaviour management for negative conduct.

At Siena, positive reinforcement is demonstrated through the following:

1. Positive recognition by teachers
2. Testimonials of students doing good things
3. Assemblies
4. Letters of Commendation
5. Awards Night

Pastoral Leaders provide students an opportunity to reflect upon their behaviour and implications upon the school and wide community. This allows students to improve and grow mentally to exercise moral judgements, democratic values and concern for the common good. Siena aims to develop persons who are responsible, self-reflective and capable of choosing freely in accordance with their good conscience.

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:

Pastoral Leader Intervention

The Pastoral Leader is the primary point of contact for students in need of individualised support. The Pastoral Team excels at building and maintaining positive relationships with students, providing personalised guidance, support, and reinforcement when needed. Pastoral Leaders often utilise check-and-connect strategies with these students, either at the beginning of the day or during break times.

Rock and Water

The College has a team of staff members trained in delivering the Rock and Water program to a selected group of students in Year 7-9. Workshops are conducted at various times throughout the year, serving as both universal and targeted supports. The purpose of these workshops is to promote self-awareness and self-management among young people, aiming to enhance their self-confidence and equip them with skills to navigate social interactions effectively.

Student Support Plans

A specific group of Tier 2 students may require modifications to their regular school day. In collaboration with the Deputy Principal, these students can access various forms of support to reintegrate into the school day following instances of dysregulation. Common student support plans may involve incorporating brain breaks, regulation breaks, or regular check-ins with designated staff members.

Social Skills Clubs/Groups

This intervention focuses on directly teaching social skills to enhance students' ability to interact effectively with their peers and adults. While social skill instruction may be part of universal support, this targeted support takes place in smaller groups, specifically designed for students who require additional practice and feedback on their behaviour. These groups are typically facilitated by a Student Support: Inclusive Education (ST:IE) staff member or a Guidance Counsellor.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

Case Management

Most students require minimal support and instruction to demonstrate high standards of socially appropriate behaviour, while others may require greater levels of support to achieve desired behavioural outcomes.

Individual case management draws upon the expertise of relevant classroom teachers, pastoral leaders, counselors, campus minister and administration to provide positive support. These also access wider community agencies such as, CYMHS, BCE and other relevant agencies.

Individual Behaviour Support Plans

A small number of students at the College may require an individual behaviour support plan. These plans are created by member of the Senior Leadership Team and, are ratified by the Deputy Principal. The purpose of these plans are to provide a consistent approach to behaviour support for students who exhibit challenging behaviours which draws on feedback from the student, parents and school community.

Functional Behavoiur Assessment

Students who work with our Case Managers will often undergo a functional behvaoiur assessment (FBA). The purpose of a functional behaviour assessment is to identify the underlying reasons or functions of challenging behaviour displayed by students. It is a systematic process that involves gathering information about the antecedents, the behavoiur itself, and the consequences in order to understand the function it serves for the student.

Behaviour, Safety, and Wellbeing Risk Assessment (BSW-RA) Tool

In rare circumstances where a student exhibits challenging behaviours with significant or repeated impact, Siena Catholic College may implement the Behaviour Safety an d Wellbeing Risk Assessment Tool. This comprehensive tool aims to mitigate instances of unsafe and high-risk behaviours and involves collaboration among the Leadership Team, specialist staff, and, if necessary, relevant Senior Leader (School Progress and Performance) and Education Officers.

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 our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include a range of both formal and informal interventions listed below:

Intervention

The role of staff in a Catholic school must also be to model and promote Catholic Christian tradition and community and gospel values. The fundamental role of any classroom teacher is primarily to have the student engage with the whole curriculum. Therefore, any interventions in the Catholic school, whether formal or informal, should be based on reengaging the student as well as promoting Gospel values.

College Behaviour Support practices and procedures are designed to:

- Establish, maintain and repair relationships;
- Maintain a productive teaching and learning environment;
- Maintain a safe and healthy learning community.

A student centered philosophy and mutual accountability between staff, parents and students are supported by self-reflecting practices which are integral in all interventions.

The purpose of formal interventions is to reduce the number of detentions, withdrawals, suspensions, and exclusions; to reduce the frequency of adverse behavior and to build positive relationships. It is our belief at Siena that these formal interventions are only imposed when all other reasonable steps (i.e. informal interventions) to deal with the situation have been taken. The desired outcomes will assist in achieving a balance between the best interests of the student, and the security and safety of the other members of the school community.

Informal Interventions

Informal interventions involve the first phase of behaviour support and focus on preventing negative behaviours and the promotion of positive behaviours. These interventions aim to make students aware that their actions

are not conducive to a productive, safe and caring learning environment and consequently reduce the need for more formal measures5F1.

Interventions such as parallel cueing and redirection to enable positive engagement may also promote positive behaviour. It is essential that this form of intervention continues to promote positive teacher/student relationships as these are critical for maximising appropriate behaviour and achieving best learning outcomes.

Teachers draw on their own experience and strengths and develop their own tool box of informal intervention strategies to create engaging and worthwhile pedagogy. The effectiveness of these strategies is directly related to positive teacher/student relationship.

- Clear code of classroom expectations
- Transparent boundaries
- Seating plan
- Buddy system
- Mediation with 'school support personnel'
- External support systems
- Negotiated alternate activity
- Behaviour contracts
- Parent/ Guardian contact
- A quiet conversation to re-direct behaviour
- Targeting individual behaviour
- Auditory cue: verbal reminder to redirect behaviour
- Visual cues: name on board as a warning, then stroke next to name as direct consequence
- Kinesthetic cue: standing behind chair
- Emphasising and drawing attention to positive behaviour choices as a 'model' to other students
- Praise/positive reinforcement
- Positive diary entry
- Student conversations with Pastoral Leaders

5. BCE Formal Sanctions

Formal Interventions

If students have not taken cues from informal interventions, formal student support practices and procedures exist. It is essential that this form of intervention continues to promote positive teacher/student relationships as these are critical for maximising appropriate behaviour and achieving best learning outcomes. In most cases, external support is required; however, unless there is a risk of further damage to working relationships or the College administration deem unnecessary, the classroom teacher be included in the intervention process. Formal interventions must be consistent across the school and follow documented procedures and guidelines.

- After school detention
- Formal recording of poor behaviour
- Withdrawal
- Suspension
- Exclusion
- Study room detention (B1 for non-submission/completion of work)
- Lunch time detention (B2 for uniform, non-compliant behaviour)

Reflection Room

In the event that a student's conduct deviates from the College's expected standards, teachers will employ various appropriate measures tailored to the student's age and stage of development to assist them in realigning their behaviour with the teacher's expectations.

If a student's behaviour persists outside of the expected standards despite multiple redirection attempts, the teacher will record the behaviour in the BED and indicate the need for the student to attend the B2 Reflection

[1] Tier 2, PB4L

Room. Subsequently, the student is required to attend B2 where they will engage in a reflective discussion regarding their choices with the relevant Pastoral Leader and the staff member who referred them to B2. A member of the Student Support Team is present in B2 daily.

Withdrawal

The Withdrawal System is to be used for major breaches of classroom protocols as displayed by inappropriate behaviours.

Aims:

1. To allow teaching learning process to continue.
2. To make parents aware of the situation.
3. To alert students to their inappropriate behaviour.
4. To make appropriate student support staff aware of incidents.
5. To provide opportunities for teachers to model conflict resolution strategies.
6. To provide opportunities for students to participate in a conflict resolution process.
7. To allow the classroom teacher to manage the process.

Behaviour that is dangerous, unsafe or extremely disruptive may require immediate withdrawal. In less serious cases it is expected that before withdrawing a student, the teacher will have used a variety of classroom behaviour management techniques including making his/her classroom behaviour expectations clear to the student, identified specific behaviours that are disruptive to the learning environment, and given the student an opportunity to choose to change his/her behaviour before withdrawing him/her from the classroom. Should a student continue to disrupt the learning environment, the teacher has a responsibility to withdraw him/her.

Withdrawal from the yard for unacceptable behaviour should also be used, though not formally as above. Removal to another place, by themselves is sufficient and an Incident Report completed if necessary.

BED entries are not to be used for inappropriate behaviour in class: BED is used for minor breaches of classroom or school routines and procedures eg. not having the correct equipment/ uniform, out of bounds, non-return of notes/books/money, non-completion of homework, late to class, no reading book.

The Pastoral Leader will track withdrawals, enter data into Engage and deal with students who are repeatedly withdrawn from class.

Suspension

The aim of suspension is to withdraw a student from all aspects of school life because of a major breach of school rules. This has a two-fold purpose:

1. To indicate to the student that the offending behaviour is unacceptable to the College community.
2. To indicate to other students that the College will not tolerate such behaviour.

The decision to suspend a student is made by the Deputy Principal Wellbeing and Engagement in consultation with the Principal. Suspension can be **INTERNAL** or **EXTERNAL**.

As to whether a student is internally or externally suspended is dependent on the nature of the offending behaviour.

Internal

Students are kept at Student Services and are encouraged to do what school work they can. Parents are contacted with regard to the situation, but no formal interview is required for re-entry. This will be negotiated through the Pastoral Leader/Deputy Principal Wellbeing and Engagement.

Suspended students will be given appropriate breaks but not at the same time as other students.

External

Parents are contacted and requested to collect the student as soon as possible. The student remains at Student Services until collected by a parent. In keeping with our duty of care for students' physical and emotional wellbeing, a student who has been externally suspended is not permitted to catch public transport home.

An appointment must be made with the Principal, the Deputy Principal Wellbeing and Engagement and relevant Pastoral Leader to renegotiate re-entry into the school. It is desirable that this be held as soon as possible but will depend upon availability of all parties. The student remains on external suspension until this occurs.

There is no requirement of teachers to give work to suspended students.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of 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

Our school uses the PB4L framework 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.

1. Understanding Bullying and Harassment

In this section, please outline the ways in which you provide professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment.

2. Teaching about Bullying and Harassment

In this section, please outline how you use the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

3. Responding to Bullying and Harassment

These actions must be included in your 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 Engage.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in Engage 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. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

1. 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. Give examples.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Give examples.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this. Give examples
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Give examples.
5. 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 parent's understanding of how our school addresses all forms of bullying behaviour. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students: Give examples.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

Cyberbullying

Cyberbullying is treated at Siena Catholic 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 eSafety Commissioner or the Queensland Police Service.

Key contacts for students and parents to report bullying

- Year 7 Wellbeing and Engagement Pastoral Leader: Larissa Struik
- Year 8 Wellbeing and Engagement Pastoral Leader: Daniella Shuttlewood
- Year 9 Wellbeing and Engagement Pastoral Leader: Paul Pennisi
- Year 10 Wellbeing and Engagement Pastoral Leader: Nathan Clohesy
- Year 11 Wellbeing and Engagement Pastoral Leader: Dane Stevenson
- Year 12 Wellbeing and Engagement Pastoral Leader: Tamara Jeffrey
- Deputy Principal - Wellbeing and Engagement: Patrick Toohey

Resources

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

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 NoWay
- Office of the eSafety Commissioner

Positive Relations and Shared Responsibility

The 'Positive Relations and Shared Responsibility Process' at Siena is an approach designed to effectively deal with relational difficulties between student members of our community, inclusive of victimisation of students with disability and their associates. It revolves around the principle of the students involved in an altercation/dispute sharing the responsibility to ensure a positive outcome.

The levels of intervention are outlined below.

Level 1

A **Level 1** intervention involves a conversation between relevant parties in relational difficulties. This can be, but is not restricted to, situations where a complaint of bullying has taken place. This first level of intervention consists of a discussion, mediated by a Pastoral Leader, where the level of awareness is raised regarding certain actions/words/behaviours with the person(s) identified as acting outside of appropriate expectations. If one of the parties is identified as being the predominant initiator of these inappropriate actions, they will be given clear strategies on how to move this interaction to a positive outcome. Additionally, if it is identified that one of the parties involved is predominantly the recipient of these inappropriate actions, this student will be given clear strategies on how to move this interaction towards a positive outcome. There is no sanction, but the conversation is recorded by Pastoral Leader.

Level 2

If a person has been involved in a Level 1 intervention regarding similar behaviours and continues to act in this inappropriate way, we move to a Level 2 intervention. This level of intervention results in an interview with the student and Pastoral Leader (the Counsellor may be involved), clarifying what has taken place and how this behaviour continues to be outside of the expectations of positive interaction at Siena. At this level, communication is made to the parents/caregivers in the form of a letter, which outlines the concerns that have been raised and the result of the interview with the student. The parent is invited to contact the Pastoral Leader for clarification if required. At this level there may be some form of school sanction, such as some time out of the yard, dependent on the individual circumstances of this incident. This letter is placed on the student's file.

Level 3

In the unlikely event that this student continues to act in the manner identified as inappropriate, a Level 3 intervention will take place which requires a formal interview with Senior Leadership, the student and the student's parents/caregivers. Other people involved in this interview process could include the Pastoral Leader and /or Counsellor. At this level of intervention, the student faces the possibility of suspension and a re-entry interview with the Principal.

Level 4

The student and their parents/carers have a formal interview with the Principal to discuss their ongoing engagement in the Siena community.

More information about the College's approach to responding to bullying can be found in the College Bullying and Prevention Support Plan.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

Engage is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. Engage 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.

The College utilises behavioural data and a variety of other data to sources to continually refine and inform decisions about student supports. This includes targeted and personalised teams (including Pastoral leaders, STIEs, GCs and the Leadership Team) regularly meeting to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports. Quantitative data is also collated and analysed from data bases including the BED in addition to SRS, Engage and other monitoring tools.

Uniform/Presentation

Good appearance is a requirement for many services, businesses and organisations. It is a sign of pride in oneself and respect for others. It is a clearly stated expectation of Siena students be well presented and comply with our uniform regulations.

It is the expectation that students will maintain the highest standard of presentation for the entire day including travelling to and from school.

Body Decorations

Piercings

Students are permitted a single piercing in the earlobe only, with a simple stud or sleeper inserted. **Note:** - no other piercings, inserts or spacers are allowed.

Jewellery

- one small, flat ring is permitted
- one bangle/bracelet (no charm bracelet) is permitted
- only one chain/necklace with a small cross is permitted

Face and Nails

There is no need for **make-up** at school. Sun protection products are available that do not include foundation. Many boys and girls have skin blemishes or freckles, this is not sufficient reason to wear makeup.

Nail polish, and **false nails** are not allowed at any time.

Eye make-up of any kind, **false eyelashes** or **eyelash extensions** are not permitted under any circumstances.

A clean **shaven** face is required each school day.

Tattoos

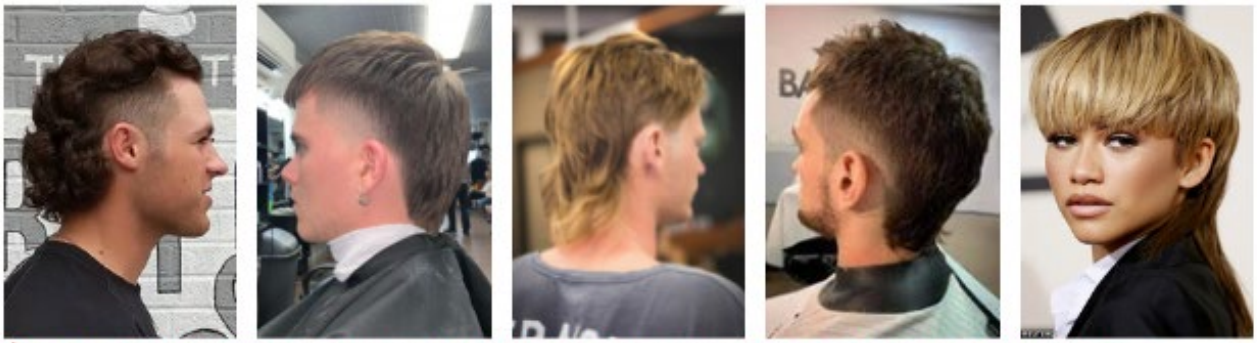
All tattoos are banned.

Hair

Any policy on 'hair' will never be fully prescriptive given that the whim of fashion changes very quickly. The underlying basis of these expectations is that it is the **student's** responsibility to present themselves appropriately, not engage in a game of 'catch me if you can'. Pastoral Leaders, along with Deputy Principal – Wellbeing and Engagement are the final arbitrators of whether a hairstyle needs adjustment or not.

Hair fashion changes constantly. The basis of the policy on hairstyles revolves around the fact that styles must be neat, tidy and discreet; curly hair cannot be too voluminous. Any hairstyle that is deemed to draw undue attention to the wearer is not acceptable. Hair must be one natural colour. Hairstyles which involve shaving, mullets or obvious transitions of length are examples of haircuts that are not appropriate. It must be cut so that it is kept well clear of the face and eyes at all times (above the eyebrows) or be appropriately pinned back at all times.

There are to be no tracks or shaved parts of the head. Students must have hair out of their face at all times and hair that is longer than shoulder length must be tied back.



✗ Not Permitted examples - fading with obvious length differences; short on side, long at back; transitions

Hats

A school hat must be worn when not in solid shade. These must be neat, clean and in good repair. The 'Siena Sport' cap can only be worn with the Sports Uniform.

Formal Girls Hat | Formal Boys Hat | Unisex Cap | Unisex Bucket Hat | Unisex Sports Cap

This Unisex Sports Cap can ONLY be worn with the a Sports Team Uniform (not sports uniform)

The Hats/Caps above are permitted to be worn with the girls and boys formal uniform or sports uniform.

Shirts and Ties

These must be of an adequate size to allow them to be tucked in effectively. They must be tucked in at all times. A black belt is compulsory to assist with this. The Senior shirt is white and boys in Year 11 and 12 are required to wear this. All Year 7-10 boys wear the grey shirt.

A tie is worn by boys at all times of the year. Girls wear a tie with their dresses at all times. Year 11 and 12 girls are required to wear the Senior tie.

Dress

The girls' formal dress is a drop waist style (ie. sitting on the hip) and length is to **cover** the knee.

Shoes

Formal shoes

Must be black, lace up shoes with a black sole and a distinct heel.

They are the "traditional school shoe" - black lace up runners are not acceptable nor are the moulded wave soles that have no defined heel.

There must not be any buckles or straps or high heels. If unsure, please ask for clarification before purchasing.

Sports shoes

Sports shoes must be well-constructed "runners" or trainers which offer good support during activity. Students are allowed to wear runners that incorporate muted tones of the school colours – blue, black, white, grey/silver ONLY. No other colour ANYWHERE on the shoe is acceptable.

Under no circumstances is there to be any fluorescent colour or swipes on the shoes or laces. Airforce 1 style are permitted with no extra colour. "Dunlop Volleys" and other lightweight canvas styles are not acceptable nor are 'Vans' or other types of street or skate shoe.

Sports Uniform

There are allocated days for the wearing of the sports uniform to school: Wednesday for Years 7, 8, 10, 11, 12 and Thursday for Year 9 and 12.

Students who have Physical Education practical classes on a given day must wear their formal uniform to school and change into the College sport uniform in the break prior to their practical lesson. Students are required to change back into their formal uniform at the completion of the lesson.

The complete sports uniform must be worn at all times: correct shirt, shorts, socks and shoes.

Mobile Phone Considerations

Mobile phones are allowed at Siena Catholic College as a privilege. This privilege exists in acknowledgement of the fact that mobile phones allow easy and convenient contact between students and their parents in break times and after school to organise pickups and to inform each other of any changes in previously made plans.

The following conditions for possession of mobile phone at Siena are now in place:

- All mobile phones that are brought to Siena are to be switched off during all lesson times.
- It is strongly recommended that phones are locked into students' lockers to protect them from damage or loss.
- The use of a mobile phone (or any device) to video or take a photo at Siena is strictly regulated in order to protect the members of our community from harm (refer to Use of devices for taking Photos below).
- The owner of the phone is responsible for any content that is stored on the phone.

Any phone that is seen or heard during class time will be confiscated.

The first time that a phone is confiscated, the student may pick up their phone after school finishes for the day at Student Services. If a student's phone is confiscated for a second time, the phone will be returned to a parent/guardian of the student at Student Services, after discussion with the appropriate Pastoral Leader.

Our primary concern is for the safety of each person at Siena. Mobile phones are culturally entrenched in our society, although the level of responsibility regarding their use varies greatly from user to user. The expectations outlined are designed to assist our students in the 'Learning' component of our motto, both in the classroom and in their role as community members.

The College's Position Statement on mobile phones is available on the Parent Portal.

Use of devices for taking Photos

There is an acknowledgment that there will be times of school community and celebration which students will wish to capture with the intention of remembering and promoting positive aspects of their life. As such the policy for photographing at school using mobile devices such as phones, is as follows.

Students may take a photo at school or at a school event if they have asked and satisfied the following components:

- It does not contravene any existing rules about phone use ie. in class etc.
- Permission – Does every person in the photo give permission for the photo to be taken?
- Impact – Is there anything in the photo that could be considered in any way offensive or embarrassing to any person or to the school's reputation?

Going where? – If this photo is going to be shared or uploaded to social media, all people in the photo must be aware and give permission for this to occur.

Smoking and Vaping

Possession and use of cigarettes or e-cigarettes known as vapes is strictly forbidden at Siena. It is an illegal act in Queensland for anyone under 18 years of age to possess these materials or supply these materials to anyone under 18.

Appropriate Interactions between Students

With over 900 teenage students, there is an awareness of the attraction that can occur between students at school. As a community which fosters respect, there are expectations of appropriate interaction between students when this attraction leads to a 'relationship'.

In terms of these relationships, and in a spirit of support and open communication, discussions with the relevant students and their parents/caregivers will take place when:

1. There is occurrence of physical expressions of affection at school between the two students.

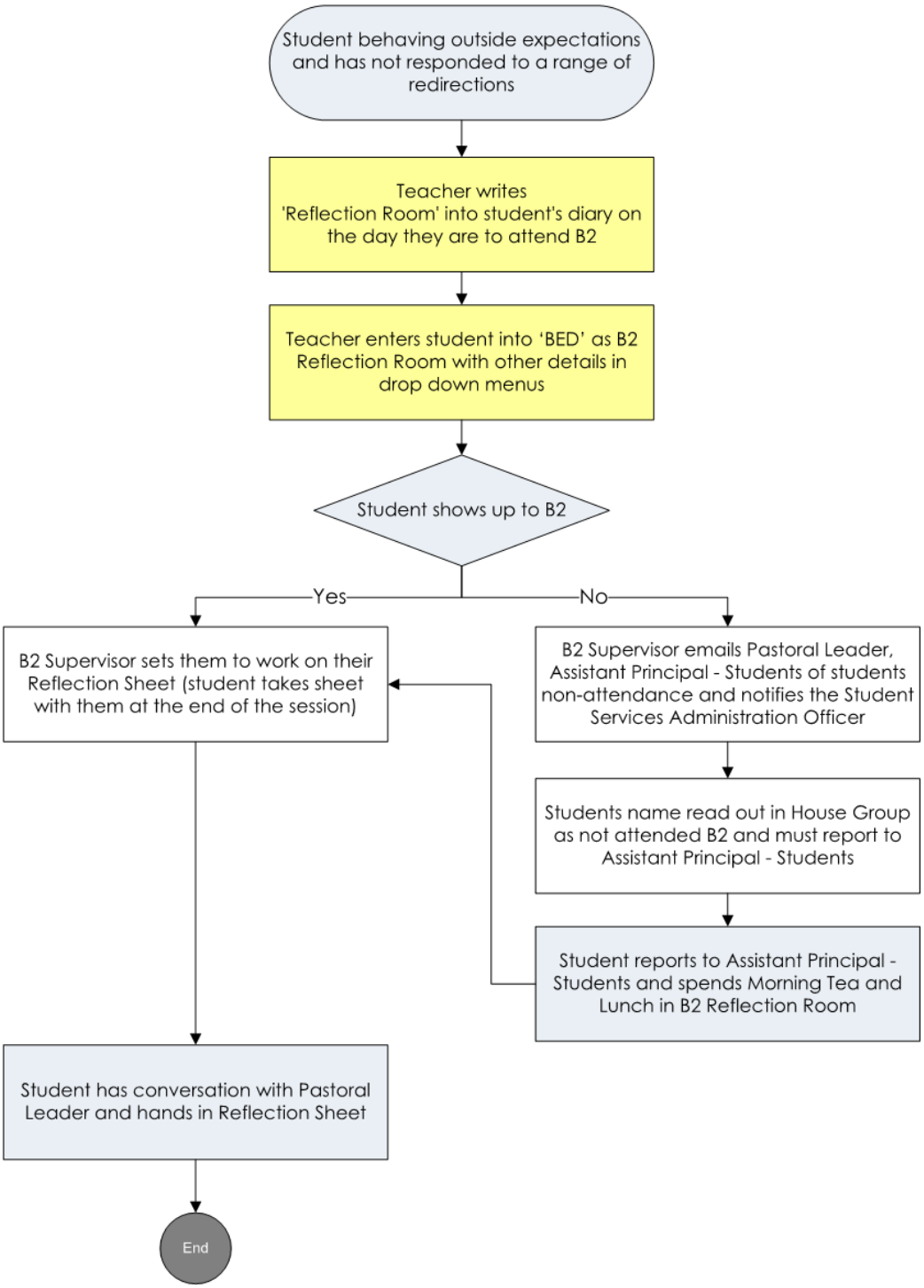
   The reason for this is that there needs to be a very clear line between appropriate and inappropriate actions for this school setting. Physical expressions of this affection can blur these lines and as such are considered inappropriate in the setting of a school yard and environs.

2. Where there is an age discrepancy between the students, especially where there is a senior student and a junior student involved in a relationship. The reason for this is that where an obvious age discrepancy exists, there is an increased possibility of a power imbalance between the two students, which can compromise one or both students' ability to make their best decisions. As part of our duty of care, we consider it incumbent upon us to discuss this with the relevant students and their parents/caregivers to ensure that everyone is aware of the situation that exists.

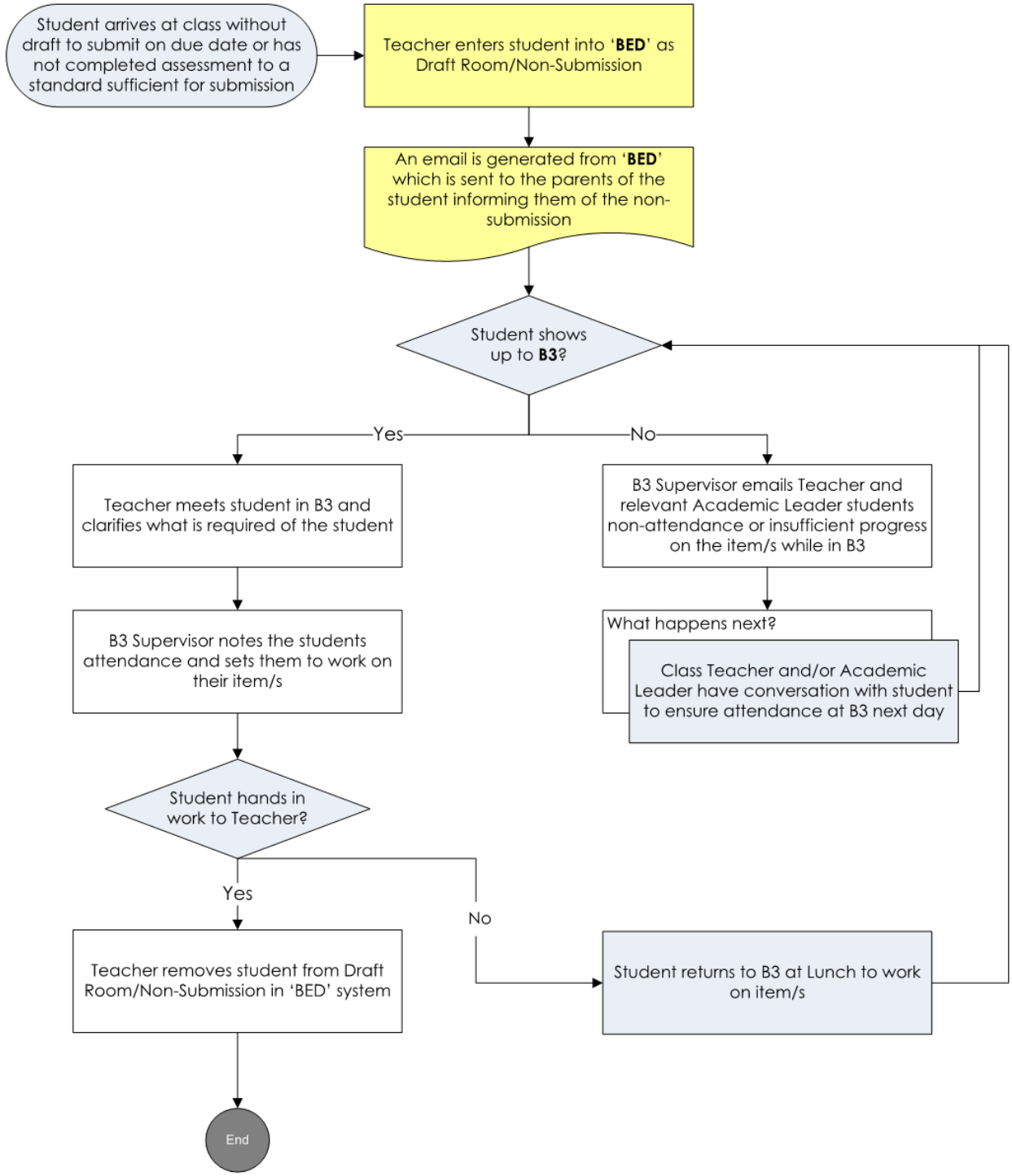
Engage Overview

Engage is the student support system used by the College. It is a database which allows staff to record student supports in one central location.

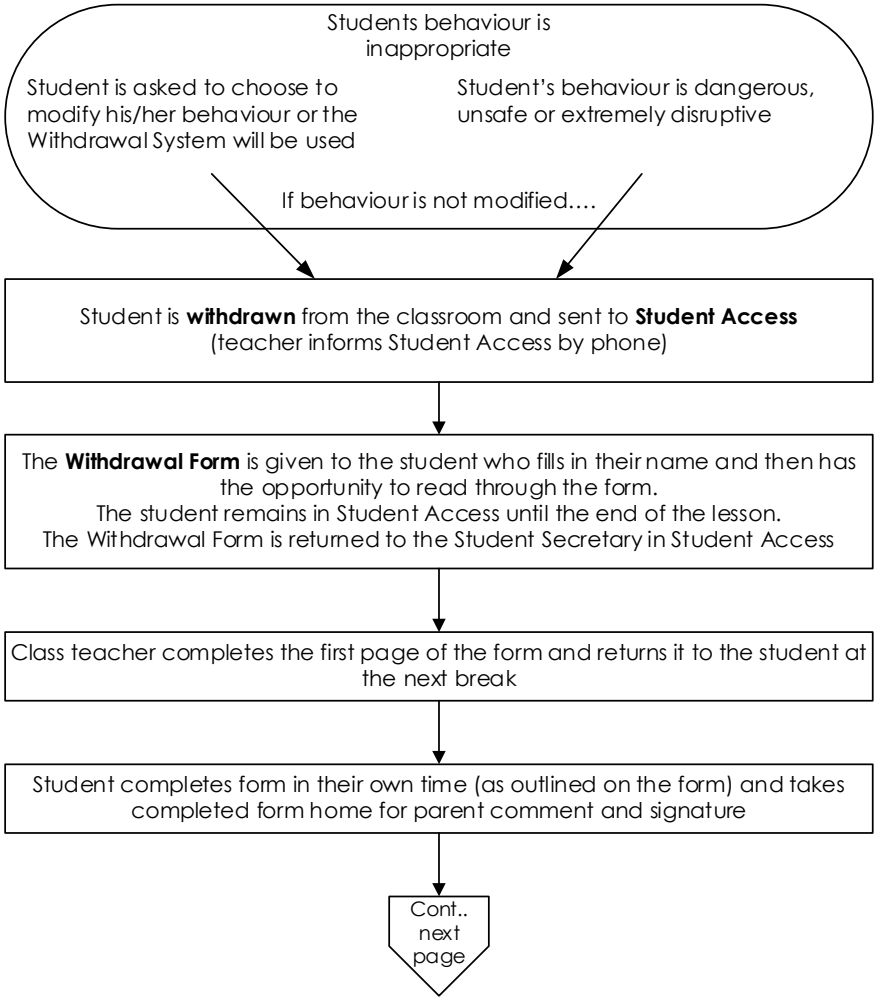
Reflection Room (B2) Lunchtime Process



Assessment Workroom (B3) for Draft Room/Non-Submission of Assessment Process



Withdrawal Process



NOTES

Student is sent to Student Access (student is not to sit outside of classroom).
Teacher rings Student Access to advise that student is coming.

Student Secretary records student's name in the Withdrawal Register.

Student remains in the Reflection room at Student Access until the end of the period.

Teacher collects the Withdrawal Form from Student Access to complete the front page.

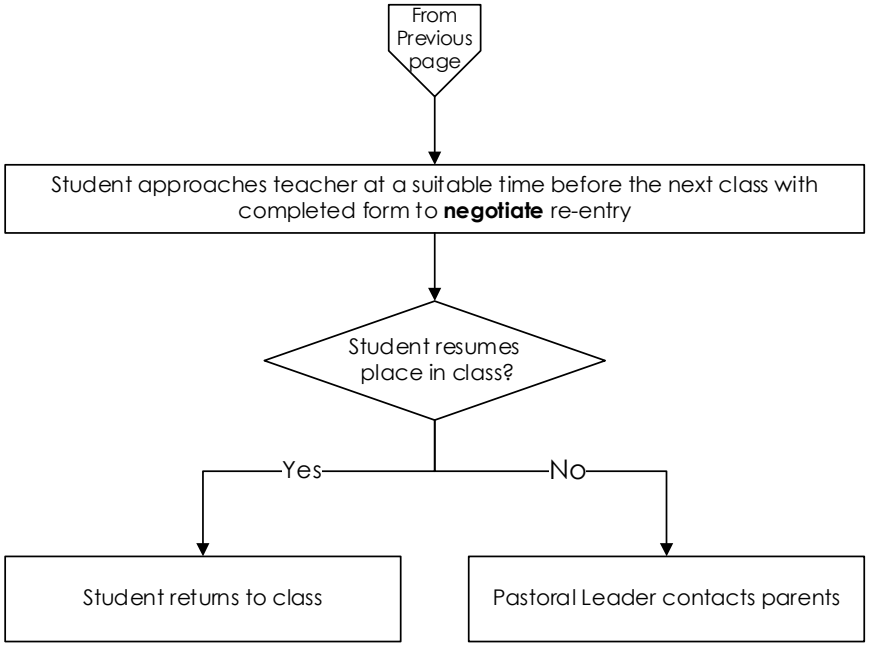
Teacher needs to be specific when writing the incident (and lead-up)on the Withdrawal Form.

The student sees the teacher at the next break to collect the form.

The student is to complete the form in his/her own time.

Once completed by the teacher and the student, the form is taken home for the student's parent/s to comment and signature.

Withdrawal Process (cont….)



The student approaches the teacher, with their completed form, at a suitable time before next class and negotiates re-entry. This is not to be immediately before the next time the teacher has that class, but should be before school or at a break so that the student has to go out of his/her way to see the teacher.

If this negotiation is **successful**, ie. the form is properly filled out including parent signature and the teacher is satisfied that the student will make a genuine effort to modify behaviour, the student returns to class.

If negotiation is **not successful** – eg. form not completed, no parent signature, the student is not willing to change, etc., then the student returns to the Office for that class period. If negotiation is not complete after three missed class periods, the student is withdrawn from all classes and the Pastoral Leader contacts the parents.

Note - A class withdrawal automatically results in a student being required to attend a Thursday afternoon detention.

The Withdrawal form is kept in the student's file.

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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

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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 peers 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 particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson

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

	Descriptor	Definition	Example
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time