

# ST JOHN'S COLLEGE



## School Wide Positive Behaviour Support Plan 2017-2022

UPDATED June 2021

# Table of Contents

School Vision and Mission .....	3
St John’s Values Statement.....	4
Consultation and Data Review.....	4
Student Wellbeing Philosophy.....	4
Pastoral Approach.....	5
Positive Behaviour 4 Learning.....	5
What is Positive Behaviour 4 Learning? .....	5
Theoretical and conceptual characteristics.....	5
Continuum of support and key features.....	6
Student Behaviour Support Leadership & Professional Learning for College staff.....	7
Clarity: Our Expectations .....	7
Focus: Teaching expected behaviours.....	8
Feedback: Encouraging Productive Behaviours for Learning .....	9
Tier 1 Universal Supports .....	9
• Establishing Behaviour Expectations .....	9
• Positive School Culture .....	10
• Awards and acknowledgement.....	10
Tier 2 Targeted Supports.....	12
Tier 3 Individual Supports .....	13
Feedforward: Responding to unproductive behaviours.....	13
Formal Sanctions.....	15
Behaviour Support Plan (C.M.L, P.M.L, College Leadership).....	15
Data Informed Decision Making.....	16
Bullying and Cyberbullying.....	16
Whole-school approach to preventing & responding to student bullying & cyberbullying	17
• Understanding Bullying and Harassment .....	17
• Teaching about Bullying and Harassment .....	17
• Responding to Bullying and Harassment.....	17
Preventing Bullying, Cyberbullying and Harassment .....	18
• Teacher Education - Teachers at St John’s College will:.....	18
• Parent Education - Parental support is crucial. The College will provide parents with information about: .....	18
• Educating Students .....	18
Key contacts for students and parents to report bullying .....	19
Related BCE Policies and Support Documents .....	19
References .....	20
Relevant Brisbane Catholic Education Policies.....	21
Appendix A.....	22

## School Vision and Mission

St John's College is a Catholic learning community established by the Good Samaritan Sisters in the Benedictine Tradition.

In a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young people who are committed to transforming our world through example, service and leadership.

St John's College acknowledges the traditional custodians of this land, the Gubbi Gubbi people, and pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia. We must always remember this land is, was and always will be traditional Indigenous land.

St John's College, in collaboration with parents and carers:

Provides a Christian based education in the Catholic tradition and develops a community of faith and learning that is open and inclusive of other faith and cultural traditions.

Is committed to a holistic curriculum which promotes the integration of faith, life and culture.

Endeavours to provide a quality education that is equitable and strives to engender the creativity, initiative and ability of each student.

Aims to stimulate a culture of learning that is life-giving and life-long.

Is willing to engage with social justice, moral, environmental and political issues with a special concern for those on the margins of society.

Cultivates right relationships through the hospitality of heart and place.

## St John's Values Statement

**At St John's College we are called to be neighbour to all...**

Through committing to **Respectful** relationships,  
engaging as **Responsible** learners,  
developing as **Resilient** young people.

We believe all members of our community are 'called to be Neighbour to all' and the 12 Samaritan values illustrated through our Good Samaritan parable are the pillars on which our school is built. These values are: Hospitality, Balance, Community, Listening, Prayer, Peace, Healing, Word of God, Stewardship, Humility, Partnership and Compassion.

This call is then lived out through our values with a focus on developing:

- Respectful relationships
- Responsible learners
- Resilient young people

### Consultation and Data Review

St John's College developed this plan in consultation with our school community. The expected behaviour matrix was developed primarily from student consultation. Student expectations were then presented to staff, parents and the school board. Consultation occurred through staff and school board meetings, Brisbane Catholic Education consultation and distribution of the draft plan for comment and review.

Through the implementation, development and integration of ENGAGE behavioural data forms a strong foundation, coupled with staff input, to inform pastoral practices and behavioural support approaches.

In 2021 this plan will be endorsed by the Principal, the School Board, and the Area Supervisor, and will be reviewed at least every five years.

### Student Wellbeing Philosophy

All members of the St John's College community are encouraged to focus on enhancing an environment of inclusivity where the values of compassion and justice permeate through the learning journey. As an inclusive and authentic Catholic community, we constantly strive to develop the whole student; mentally, physically, emotionally, and spiritually. The strength of the relationships we share within the College are key to our ability as educators to facilitate the development of respectful, responsible, and resilient young people. Through quality teaching and learning experiences students are challenged to make positive choices about their education. In fostering right relationships, students are encouraged to reflect upon their actions, and to open their hearts and minds by reaching out to those who are marginalised.

## Pastoral Approach

Through processes of coordinated, early and targeted intervention, student wellbeing and progress is supported and monitored.

The pastoral approaches of the College include but are not limited to:

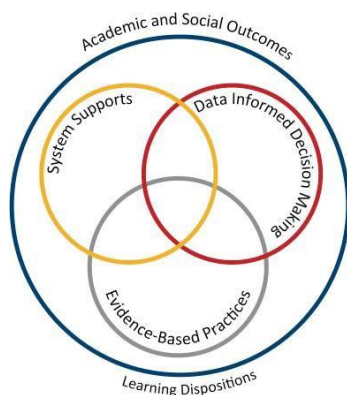
- **Pastoral care** classes and the extended pastoral care program.
- **Year level pastoral teaching team** which allows a group of staff to journey with each year level for their entire time at the College.
- **Individual Pastoral Middle Leaders** who guide each year level through the challenges of the particular phase of learning and development.
- **Learning and teaching** experiences that every teacher provides that allow for inclusion and learning for all in a safe environment.
- **Extra-curricular** experiences provided by staff and student leaders which allow for students to develop their gifts, make connections with others, develop confidence, and learn the importance of balance.

Co-curricular school events and opportunities that provide a pastoral focus in bringing the school community together and working to show all that they have a place at the College.

## Positive Behaviour 4 Learning

### What is Positive Behaviour 4 Learning?

PB4Learning is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Center On positive Behavioral Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

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, behaviour is learned, and rule governed, 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 PB4Learning is the adoption of a continuum of behavioural supports 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:

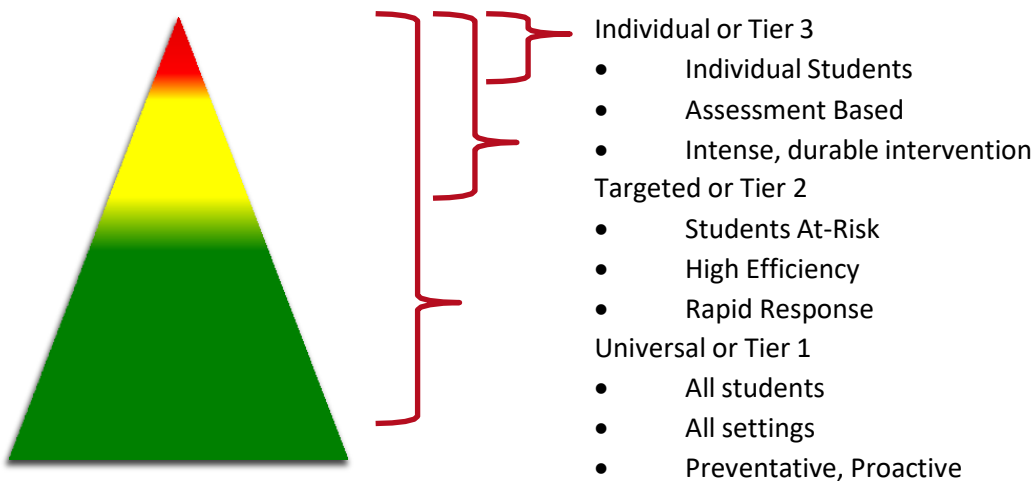
The first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school. Research has shown that approximately 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:

The second level focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data recorded on Engage, students are identified early, before problem behaviours become intense or chronic, and receive Targeted supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2013)

### Tier 3 Personalised Supports:

The tertiary level of support is intensive or 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 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 context.

## Student Behaviour Support Leadership & Professional Learning for College staff

The behavioural support leadership structure includes the overall PB4L team which includes Pastoral Programs Leader, Deputy, AP – Wellbeing and Engagement, Pastoral Middle Leaders, Guidance Officer and a number of interested staff. The targeted support team includes the Guidance Officer, Pastoral Programs Leader, Deputy and AP -W/E in consultation with relevant pastoral teachers and staff.

The team meets fortnightly with the pastoral programs leader, guidance officer and support teachers presenting relevant data (ENGAGE) and BI data and student referrals from staff. Minutes and agendas

Staff have taken part in PB4L training through staff meetings, ENGAGE training and the effective and expected practices from BCE.

### Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish an effective verbal community for all staff and students and across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At **St John's College** our school-wide expectations are:

- Respectful relationships
- Responsible learners
- Resilient young people

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline.

In addition to our school-wide 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. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. ([www.acara.edu.au](http://www.acara.edu.au)).

Personal and social capability, ethical understanding, and intercultural understanding focus on ways of being, behaving and learning to live with others while critical and creative thinking is fundamental in students becoming successful learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours, and dispositions that students can reasonably be expected to have developed at particular stages of schooling.



## At St John's we are called to be neighbour to all...

THROUGH COMMITTING TO	IN THE CLASSROOM	IN THE SCHOOL GROUNDS	IN THE COMMUNITY
<b>RESPECTFUL RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>We demonstrate respect for our peers and their learning experience</li> <li>We show respect for staff through our active engagement in learning and encourage others to do the same</li> </ul>	<ul style="list-style-type: none"> <li>We look out for others and show respect for everyone we encounter at school</li> <li>We demonstrate that we are stewards for the environment and school property</li> <li>We ensure that St John's is a place where hospitality and welcome are shown to everybody</li> </ul>	<ul style="list-style-type: none"> <li>Our actions promote peace, healing and respectful relationships with all we encounter</li> <li>Our Catholic values inform our treatment of others through humility and care</li> <li>Represent our College with pride through attitude, behaviour, involvement and appearance</li> </ul>
<b>RESPONSIBLE LEARNERS</b>	<ul style="list-style-type: none"> <li>We ensure that we are prepared and ready for learning</li> <li>We make the most of all learning opportunities and actively engage in the learning experiences (including contributing to class discussions and asking questions)</li> <li>We follow school guidelines regarding technology to ensure we are responsible users of technology</li> </ul>	<ul style="list-style-type: none"> <li>We take personal responsibility for our actions and practice self-reflection to develop appropriate behaviour</li> <li>We understand the role of a responsible community member and independently make appropriate behavioural choices</li> <li>We work to meet all College commitments including extra curricula and general school responsibilities through open and effective communication (such as returning materials, training etc)</li> </ul>	<ul style="list-style-type: none"> <li>We respect the differences of others and through listening we learn from those we meet</li> <li>We take responsibility for continuing our learning outside of school hours</li> <li>Our Catholic values direct us to form partnerships to contribute to the local community (including following laws and community involvement)</li> </ul>
<b>RESILIENT YOUNG ADULTS</b>	<ul style="list-style-type: none"> <li>We demonstrate a growth mindset (persistence) in our learning when work is challenging</li> <li>We use feedback and appropriate resources to improve our learning</li> <li>We develop consistent study strategies to achieve success</li> </ul>	<ul style="list-style-type: none"> <li>We take action, out of compassion and concern for the common good of the community, when we see unsafe or unjust behaviour such as bullying</li> <li>We model servant leadership</li> <li>We demonstrate skills to communicate respectfully with others</li> </ul>	<ul style="list-style-type: none"> <li>We accept our responsibility to work with others to overcome community issues</li> <li>We develop our ability to look past ourselves and be the Good Samaritan to others</li> <li>We develop strategies to ensure we balance our spiritual, academic and emotional needs</li> </ul>

*Unbind and Set Free*

### Focus: Teaching expected behaviours

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:

- Beginning of school year orientation day.
- Pastoral care period, fortnightly throughout the year.
- Time built into the first weeks of schools and boosters later in the year.
- Assemblies followed by group practice.
- New student orientation when needed.
- Student ambassadors may serve as orientation models for newly enrolled students.



## Feedback: Encouraging Productive Behaviours for Learning

### Tier 1 Universal Supports

Feedback should cause thinking (Dylan Wiliam, 2011). In education, the term feedback is used for any information given to students about their current achievements (Wiliam, 2011 pp.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning. It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement.

At St John's College, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening reactively after behaviour incidents occur. In this spirit, the College has adopted the Positive Behaviour 4 Learning (PB4L) framework, which is based on actively promoting, and supporting positive behaviours in the school community, which will enhance the learning opportunities.

As a vehicle for transmitting the program, the College adopted a core values statement that reminds our school community that as a Catholic school we are called to be neighbour to all. This embeds the twelve Samaritan values and furthermore, students are expected to:

- Commit to respectful relationships
- Engage as responsible learners
- Develop as resilient young people

### Establishing Behaviour Expectations

At St John's College, there are many ways staff establish the behaviour expectations of our students, including:

- Explicit teaching and consistent follow-up of school rules.
- Maintaining high expectations.
- Modelling positive behaviours to students.
- Affirming students who demonstrate positive behaviours.
- Using appropriate consequences for not meeting behaviour expectations.
- Explaining why a behaviour is expected or a consequence is necessary.
- Empowering students to take responsibility for their actions.
- Being flexible to allow for unforeseen circumstances or students with needs.
- Effective communication and sharing a common language about behaviour in our school community.
- Use of questioning technique that encourages students to be reflective and restorative in their approach.
  - What is/are our learning expectations?
  - What does the learning expectation look like in this class/ setting?
  - How can you meet this expectation?
  - How can I help you meet this expectation?
  - What will happen if you do not meet this expectation?
  - Teacher gives timely positive feedback throughout the lesson to the student and checks in with the student at the end of the lesson.

## Positive School Culture

Each week, the school community gathers together for either extended PastoralCare lessons or Year Level Assemblies. Additionally, we have a whole school assembly each week. During these times, we create and enrich our positive school culture through prayer, recognition of special achievements, discussing pertinent social and emotional issues and establishing clear expectations across our school community. Furthermore, we remind students of our anti-bullying policy and raise awareness of current and forthcoming school events. These features support the creation of a positive whole school culture.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Praise/encouragement (verbal/written)
- Phone calls, emails, or communication to parents (*affirmation letters sent home*)
- Sharing work with others (Principal, Deputy, A.P.A., A.P.R.E., other year level classes, parents)
- Celebrations including our annual St John's Day
- Articles in St John's College Newsletter – weekly electronic publication
- Announcements on the College website
- Interim and end of Semester Reports
- Parent/Teacher interviews
- Senior References
- Recognition at Year Level and whole school assemblies

## Awards and acknowledgement

The everyday actions of staff endeavour to encourage and acknowledge student's positive behaviour both socially and towards learning. The interactions that staff have with students are instrumental in fostering a positive behavioural culture within the College, this includes greeting students, incidental pastoral conversations that develop the staff/student working relationship and recognising students continued effort in learning regardless of their success. Within the learning process the interactions extend to direct the students to how

they can demonstrate specific performance criteria. Teachers use of learning intentions to direct the learning focus and the development of the student's understanding of the success criteria are key instruments in achieving success and progress of all students. The use of regular quality feedback opportunities facilitates such success and is a focus for all St John's teachers.

We acknowledge student efforts and results more formally in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. The following St John's College Schedule of Awards outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school.

The efforts of staff members are also acknowledged at whole school assemblies and staff meetings, as well as in the College weekly newsletter and on the College website.

### Sports Awards Evening

- Conducted in Term 4.
- Recognising achievement in a variety of categories for relevant whole schoolsports.
- Recognising achievement in the major Inter-House sporting carnivals.

### Arts Gala Evening

- Conducted in Term 4.
- Recognising achievement in a variety of categories for relevant culturalpursuits.
- Recognising achievement all Arts subjects across all year levels.

### Academic Awards Semester 1

- Distributed after Semester 1 Report Cards
- Recognising excellence with results and consistency with work habits

### Achievement Awards – Year Level Assembly

- Provides the opportunity to acknowledge and celebrate student achievementwhether it be academic, sporting, service learning or cultural. These provide theopportunity to acknowledge students who have demonstrated positive spirit or significant achievement in any aspect of their school participation.

### Achievement Awards – Whole College Assembly

- Acknowledge exceptional or outstanding achievement in the context of aCollege activity.
- Acknowledgement of participation in a significant outside event or competition.
- Provide the opportunity for performing arts students to display their talents.
- PC Awards for consistent and significant contribution to the PC groupthroughout the year.

### Awards Presentation

- Gold/ Silver/ Bronze academic awards for academic achievement for eachyear level.
- Special Awards for significant achievement in a broad range of College andcommunity participation.
- Major awards

### Catholic Education Week (Good Samaritan Awards)

- Good Samaritan Award is issued annually to a student from each pastoralcare group who has demonstrated our College and good Samaritan Values.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creationof a positive school environment.

## Tier 2 Targeted Supports

Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. These students consistently have trouble with low level but disruptive behaviours that are detrimental to instruction and interfere with their own learning. Targeted interventions 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.

Targeted interventions at St John’s College include:

- Restorative Justice processes and questioning strategies

<i>To respond to challenging behaviour:</i>	<i>To help those harmed by other’s actions:</i>
What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think you need to do to make things right?	What did you think when you realized what had happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

- Programs focused on students social and emotional development. This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour.
- Year Level or single gender skill sessions: these sessions focus on developing the skills of a group that data has shown they may be lacking. These have included but are not limited to; study skills, dealing with conflict, recognising and dealing with stress, relaxation techniques and recognising and developing positive relationships.
- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004)  
The program builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The ultimate goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012)  
The core of Check & Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student.

## Tier 3 Individual Supports

Successful outcomes for student's 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.

Individual Support interventions offered at St John's College include:

- Functional Behavioural Assessment and designing and Individual Behaviour Support Plan
- Pro-active Collaborative Problem Solve process (Dr Ross Greene)
- 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
- The Check and Connect Mentoring Program – (Christenson et al, 2012)

## Feedforward: Responding to unproductive behaviours

Even with our positive approach to teaching and supporting appropriate behaviour, some problem behaviour will still occur. To ensure that students who are unable to demonstrate positive behaviours for learning are proactively identified and supported at St John's College we use the online system Engage (Student Behaviour Support System). This system is used to collect behavioural data and identify students who require additional support to demonstrate positive behaviour.

Within the Engage system unproductive behaviours are classified as minor or major. Minor behaviours are addressed by teachers in the setting where the behaviour occurs i.e. the classroom or non-classroom setting. Major behaviours are addressed by teachers with support by College Leadership in a more private setting i.e. Administration Office. In addressing unproductive behaviours in the classroom or non-classroom setting, actions include the broad strategies of de-escalating, problem solving, use restorative practices and formal sanctions.

It remains imperative that Engage data is analysed for patterns and triggers by teachers. Such analysis sees uniform and mobile phone issues monitored and followed up by the Pastoral Program Leader and results in parent communication and student support to follow such guidelines.

For class behaviour concerns, St John's College also uses the approach where classroom teachers are at first supported by the Curriculum Middle Leader and the Pastoral Middle Leader will manage responses where issues are across multiple subject areas.

All welfare/well-being concerns are managed by the P.M.L and they are supported by College Leadership and Guidance staff.

Behavioural issues external to the classroom environment are also managed by P.M.L and College Leadership.

For all issues, it is important that the Pastoral Care Teacher remains aware of the issues confronting students in their PC. This is facilitated through Pastoral Care teachers using the Engage tracking function for their PC class as well as communication being distributed to the Pastoral Care Teacher from Pastoral Middle Leaders where possible.

There are three evidence-based approaches that we use at St John’s College to feedforward and respond to unproductive behaviours and the strategies used are listed in table below:

De-escalation	Problem-solving	Restorative
Supervised time out in a safe space in the classroom.	Teacher – student conversation.	Student apology.
Supervised time out in a safe space outside of the classroom.	Work it out together plan – teacher and student.	Student contributes back to the class or school community.
Set limits.	Teacher – student –parent meeting.	Restorative conversation.
Individual Crisis Support and Management Plan.	Teacher – student –leadership conversation.	Restorative conference.

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based approaches. Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though responses for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting, and the frequency and severity of the behaviour. Fairness means that everyone receives what they need in order to be successful and meet the expectations.

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the ‘time out’ is for a student to regain control of their own behaviour.

For major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the College Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

## Formal Sanctions

- **Detention** – These may be at lunch time or after-school. All after-school detentions require 24 hours' notice to families and communication with the Administration is required. Parents are notified using both email and telephone communication. Supervision arrangements are finalised with the Pastoral Programs Leader or the AP – Wellbeing and Engagement.
- **Suspensions** – All suspensions are approved by the Deputy Principal, in consultation with the College Principal. Parents are notified through correspondence generated through Engage and phone communication. The suspension record is completed by either the AP – Wellbeing and Engagement or the Deputy Principal. The re-entry process is facilitated on the first day back and this meeting includes a representative from the Senior Leadership Team, parent/guardian, student and Pastoral Middle Leader.
- **Negotiated Change of School** – This would be considered after all process have been completed. The College needs to be satisfied that all possible strategies have been exhausted. The decision making at this stage involves the Senior Leadership Team. Parents are requested to attend an initial meeting where possible pathways are discussed, and they are informed of this meeting over the phone. A second meeting normally occurs in order to establish a successful transition.
- **Exclusion** – Where the student behaviour continues to escalate and a negotiated change of school is not possible, an application to BCE for a formal exclusion may occur. This is facilitated by the College Principal, with the support of the Senior Leadership Team. This process would also involve parent and student voice and our aim is to always try and set the student up for a successful transition.

For appeals, the school aligns to BCE processes.

## Behaviour Support Plan (C.M.L, P.M.L, College Leadership)

The College uses various levels of Student Contracts to allow for targeted intervention strategies. These contract processes typically have:

- A start and end date.
- An outline of the specific issue being addressed.
- A parent interview at the commencement and conclusion of the contract.
- A monitoring/data collection device (i.e. Behaviour card or regular communication with teachers).

At St John's College, we have:

**Green** – Initial Support Plan (CML/PML actioned)

**Amber** – Individual Behaviour Support Plan (DP/AP created)

**Red** – Principal's contract (Principal)

Please note that the College also have enrolment contracts (Years 7-10) and senior studies contracts (Years 11 & 12.)

Furthermore, students are often in contractual arrangements where courses of study are altered. (AP Studies.) Finally, while contracts are normally fixed term – where a major behavioural issue needs to be expressly prohibited for the student's continuing enrolment, the contract may be for the remainder of the student's enrolment agreement.

Copies of all Behavioural contracts are kept in student files.

## 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.

The college uses behavioural data together with other data sources to make data informed decisions about student supports. This includes:

- Review and Response meetings
- Knowing your students (annual meeting)
- Pastoral Team meetings (fortnightly)
- Year Level specific – Student Support Meetings

## Bullying and Cyberbullying

St John's College immediately investigates and responds to issues of bullying and cyberbullying. All members of the College community (students, parents, staff) have the right to feel safe and welcome at all times. For the purpose of this section, bullying and cyberbullying are used interchangeably.

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).



## Whole-school approach to preventing and responding to student bullying and cyberbullying

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.

Students who witness or experience bullying are strongly encouraged to discuss their concerns with any staff member from the Community. Students and parents are encouraged to discuss any issues in person, phone or via email. Staff members once informed of allegations of bullying are to inform the relevant Pastoral Middle Leader and Deputy Principal – immediately. All allegations of bullying and harassment will be taken seriously and investigated thoroughly.

It is a priority that all students (victim and perpetrator) involved in bullying issues will receive significant counselling and pastoral support to learn from the incident.

### Understanding Bullying and Harassment

Annually staff are educated about contemporary issues impacting on the wellbeing of students. This explicitly includes formation regarding bullying and cyberbullying issues.

### Teaching about Bullying and Harassment

Our College embeds a personal development program focused on:

- Relationships and sexuality education
- Annual Anti-Bullying Week presentations and activities (including Harmony Week and diversity initiatives)
- Year Level specific guest speakers
- Catholic perspectives and the ACARA Social and Emotional Capabilities

### Responding to Bullying and Harassment

- **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 Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

## Preventing Bullying, Cyberbullying and Harassment

### Teacher Education - Teachers at St John's College will:

- Reinforce students' positive peer interactions in the classroom and playground.
- Vigilantly monitor and proactively address bullying incidents according to College management procedures.
- Develop and implement a sequence of focused curriculum activities that genuinely educate students about the nature, causes and consequences of bullying and successful strategies for preventing and addressing bullying in the school context and implement perspectives across Curriculum Areas to create a highly visible program.
- Actively engage students in promoting a positive school climate with zero reinforcement and tolerance of bullying behaviours.

### Parent Education - Parental support is crucial. The College will provide parents with information about:

- The rationale for addressing school bullying and foster their involvement and support.
- The nature causes and consequences of bullying for victims, bullies and bystanders.
- Successful strategies for encouraging their children to prevent and assist in addressing bullying within the school context.
- The College policy for managing bullying incidents.
- How they can assist their child to support the College policy.

### Educating Students - Students in our College are actively engaged in creating and shaping a positive College environment. This is achieved by educating students about:

- The nature causes and consequences of bullying.
- Self-control strategies
- Target avoidance skills and resilience
- Positive peer interaction skills
- Avoiding reinforcing bullying behaviours
- The importance of reporting bullying incidents to teachers
- Where they can seek assistance
- Strategies they can implement to constantly promote a positive College climate and
- College procedures for addressing suspected bullying incidents.

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

## Key contacts for students and parents to report bullying

- Brett Jones – Deputy Principal
- Fiona Baker – AP - Identity and Formation
- Jessica White – AP – Engagement and Wellbeing
- Brendan Macaulay – Guidance Officer
- Phone: 5441 5666

## Related BCE Policies and Support Documents

- 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 police

## 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 Behavior 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 Behavior in schools*. New York: Guilford Press.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior 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: SpringerSailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009) *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behaviorsupport 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 Behavior 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

Brisbane Catholic Education (2012) *Student behaviour support policy*.

Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (1997) *Administration of medication to students*.

Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Justice education policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Learning and teaching framework*.

Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2008) *Code of conduct*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Family school partnership policy*.

Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2005) *Living life to the full: promoting personal and social development in the school context. A discussion paper for the Archdiocese of Brisbane*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Student protection policy*. Brisbane: Brisbane Catholic Education.

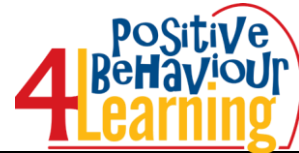
Brisbane Catholic Education (2012) *Strategic renewal framework for Catholic Schools Archdiocese of Brisbane 2012-2016*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Weapons in schools policy*. Brisbane: Brisbane Catholic Education.

## Appendix A

### Behaviour Definitions

#### Minor Behaviours



	Descriptor	Definition	Example/Non-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
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	
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 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"	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing 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	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property	

	Descriptor	Definition	Example/Non-Example
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.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of 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	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	



	Descriptor	Definition	Example/Non-Example
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	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