



ST JOHN'S COLLEGE

STUDENT BEHAVIOUR SUPPORT PLAN

Vision

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.

Mission

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.

Values Statement

Amongst the values especially esteemed are: peace, service, stewardship, dignity, respect, tolerance, compassion, justice, honesty, openness, accountability, trust, forgiveness and reconciliation.

St John's College acknowledges the traditional custodians of this land, the Gubi Gubi 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.

Profile of school

St John's College is a highly regarded co-educational Catholic High School administered by Brisbane Catholic Education. St John's has a current enrolment of 600 students and is staffed by professional, experienced and dedicated teachers. St John's has been established for thirty three years on its present site, seventy two years as a Catholic secondary school in Nambour, and has a fine tradition of scholastic, cultural, sporting and extra- curricular success.

St John's has developed an excellent reputation for the way in which it deals with students who do not fit the traditional mould. Hence there is a disproportionate number of students with special needs in our community. This has significant ramifications for our Behavioural support and bullying procedures.

Behaviour Management Guidelines

One of the primary aims of our College community is to ensure that all members of the community relate to each other in positive and mutually beneficial ways. We acknowledge the following as important in promoting healthy community relationships:

- the worth and dignity of the individual
- consideration and care of others
- trust in others and in ourselves
- self-direction and self-responsibility
- self-esteem and self-confidence

Important rights that the College community identifies include

- a right to feel and be safe
- a right to work and learn
- a right to self-worth
- rights carry with them responsibilities – in order for my rights to be respected, I have a responsibility to act in ways that protect my rights and those of others.

Important components of behaviour management include

Care Honesty Cooperation Encouragement Fairness Openness Empowerment
Optimism & Hope Respect Modelling Communication Forgiveness & Reconciliation.

These components must be upheld by all at St John's. Staff, parents, caregivers and students are all expected to play their part in upholding these values in their relationships within the community.

Roles, rights and responsibilities of school community members

At St John's we expect that students will respect the rights of others to feel safe, respect their right to work and to learn and value the self-worth and property of others. We expect the parents/caregivers in our community to support the College in its endeavours to educate young people in this regard and to challenge their children when these ideals are not fulfilled. For their part the staff will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management and responsible thinking.

The St John's College is committed to an integrated curriculum, including faith, life and culture, through the education of the whole person - physically, socially, emotionally, intellectually and spiritually - and will ensure a balance between individual and societal needs. The curriculum will promote learning that is life-long and life giving.

Learning and Teaching in the college community embraces the school's vision and mission statements, the Brisbane Catholic Education learning framework, The Sisters of the Good Samaritan Learning Framework, Queensland Statutory Authority documents and the Australian Curriculum (ACARA). The College Learning Framework, whilst incorporating all of the above, is based in being extraordinary.

Our Pedagogical Principles/Philosophy that informs and influences all our teaching and learning is embodied by TRICE:

Transformational – learners are transformed and will be able to transform their world confidently and compassionately through life-long and life-giving learning, example, service and leadership.

Reflective – Independent, critical thinkers, with ownership of learning through deep thinking, being spiritual, responding to challenges, striving for personal best, and having a variety of approaches to learning and living

Inclusive- acceptance, welcoming, differentiated, supportive, flexible, empathetic, connected, effort and achievement are both valued.

Collaborative – teachers and students are challenged to broaden their own learning, while being supported in their learning, expectations and goals; connecting to parish and local and global communities, using technology, valuing input from all, sharing best practice and developing strong partnerships between parents, teachers and students.

Engaged Learners- active, creative and dynamic learning environments using a multitude of strategies and incorporating ICLT's including social media and using personal devices.

Consequences for inappropriate behaviour

The College has guidelines to give a practical reality to the rights and responsibilities of students. When students infringe the rights of others, fail to live up to their responsibilities or to the standards of behaviour expected of them, then appropriate consequences and penalties will be applied. The focus of the Behaviour Management Policy is on the behaviour, not the person. Its objective is to achieve a Win-Win outcome, in which there is a benefit to all.

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include the following:

- Social Skills programs such as CHILL OUT in Year 9
- Adjustments to Curriculum
- Consultation between the classroom teacher and Head of Department re pedagogy
- Check in-check out process
- Working 1 on 1 with Learning support staff
- Behaviour monitoring cards
- Withdrawal from classrooms where behaviour prevents other students Learning

The College encourages the use of the Responsible Thinking Classroom strategy by classroom teachers.

Consequences for inappropriate student behaviour

BEHAVIOUR MAY INCLUDE	POSSIBLE CONSEQUENCE	MANAGED BY
<p>Minor incidents of inappropriate behaviour:</p> <ul style="list-style-type: none"> • Ignoring instructions and direction • Lateness to class • Littering Swearing Uniform/hat/jewellery transgressions • Playing in inappropriate areas • Disrespect for school resources • Disruption of teaching and learning (calling out, interrupting) 	<ul style="list-style-type: none"> • Reminder of expectations • Send student to buddy class • Verbal negotiation Withdrawal from playground • Consultation and reflection with teacher • Contact with parents 	<p>Teacher</p>
<p>Inappropriate behaviours at this level include:</p> <ul style="list-style-type: none"> • Continued minor behaviours above • Repeated defiance • Inappropriate use of technology (including school internet, mobile phones, and other electronic devices) • All forms of harassment such as repeated name-calling, teasing, ostracising, derogatory comments (including through the use of technology: emails, social pages) • Strong verbal abuse towards students and staff 	<p>Staff and support staff responses may include:</p> <ul style="list-style-type: none"> • A monitoring program developed and implemented between teacher, student and parent • Restorative justice meeting • Peer mediation • Restitution • Parent contact • Nonattendance at extra-curricular activities 	<p>Teacher and parent with Year Coordinator</p>
<p>Inappropriate behaviours at this level include:</p> <ul style="list-style-type: none"> • Continued behaviours above • Stealing • Truancy • Physical and/or verbal aggression toward students and staff • Smoking • Intimidation and/or harassment of staff (including through the use of technology) • Pornography • Vandalism Sexual harassment/misconduct 	<ul style="list-style-type: none"> • Parent interview • Review of IBSP • Non Attendance at off campus and/or extracurricular activities (at Principal's discretion) • Referral to outside agency • Police notification • Suspension / withdrawal from classes • Restorative conference on return from suspension 	<p>Year Coordinator, parent and Deputy Principal or other support staff</p>
<p>Inappropriate behaviour at this level includes:</p> <ul style="list-style-type: none"> • Extreme or continued behaviours above • Possession of drugs • Supply of drugs • Possession of a weapon/Use of a weapon • Violent assault 	<ul style="list-style-type: none"> • Parent interview • Review of ISBP • Non Attendance at off campus and/or extra-curricular activities (at Principal's discretion) • Police notification • Suspension • Recommendation for exclusion 	

Individualised behaviour support

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care. Individual supports may include:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual behaviour plan based on Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.

Note: Teachers and Administration staffs are not psychologists/psychiatrists and therefore, we may at times request that professional personnel be engaged to assist the school.

Appeals process/ Grievance process

In general, parents whose children are involved in a behaviour management issue should contact the teacher involved in the first instance. If resolution cannot be achieved at this level then the year coordinator would be the next step. Only after these procedures have been followed would the matter be referred to the College Leadership team.

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents, or students living independently, may appeal a suspension of longer than three days to the Area Supervisor. Parents or students living independently may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to

- The Principal of the school, about a decision to suspend a student for less than three days
- The Area Supervisor, about a decision to suspend a student for more than three days from a particular school
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

Network of student support and consideration of individual circumstances

Pastoral Care and hence student behaviour begins with the classroom teacher and the relationship developed with the student. Hence the classroom teacher is integral to the support of a student. In addition, the year coordinator works closely with the cohort will usually coordinate the school counsellor, learning support personnel, relevant Heads of Department and the student peer support team when they have a role to play in any issue that arises. The year coordinator is also the key stakeholder of the relevant information to allow for individual extenuating circumstances to be applied. Classroom teachers are asked to develop their system of buddy classrooms before issues arise in their classes.

Data collection

All behaviour management issues that are referred to year level coordinators or the leadership team will be recorded in the Academy Welfare system. When entering new incidents, coordinators will review the history of the student concerned to discern if there is a pattern of behaviour developing. Attendance data will also be reviewed at this time to try to detect any link between behaviour and other issues.

Toward the end of each semester the records will be analysed to see what trends and patterns have emerged and processes developed to counter these. A survey of bullying trends will usually be carried out annually in PC to detect any changes and to monitor the effectiveness of current strategies.

Links to BCE policies/guidelines

BCE Student Behaviour Support Policy – [Click here](#)

Student Behaviour Support Guidelines, Regulations and Procedures – [Click here](#)

Management of Weapons in Schools - [Click here](#)

Future BCE links – still under development

Management of Police Investigations in Schools – [Click here](#)

Management of Drug related Incidents in Schools – [Click here](#)

Management of Social media in schools – [Click here](#)

Management of bullying – [Click here](#)

Some Related Resources

Bullying Procedure

All incidents of bullying should be referred to the relevant coordinator (even if the teacher involved has dealt with the issue). This is important for determining patterns of behaviour.

In the first incident, the relevant coordinator will address the situation with the students concerned, incident will be recorded against the victim and the bully. Serious incidents will be referred to parents of both parties. Students and parents informed of consequences of any further bullying by individuals or their friends.

In a second incident, parents will always be contacted by the year level coordinator. Consequences applied to the bully. Mediation arranged between the parties - could involve use of peer mediation through seniors or through yr coordinator.

Repeated incidents may result in suspension, contracts for continued enrolment or the perpetrator may place their enrolment in the College in jeopardy.

Definition of Bullying – repeated exposure to negative actions designed to hurt another.

There are five recognised types of bullying

Physical – hitting, poking, tripping, pushing people or damaging their belongings

Verbal – negative comments, name calling, insults, etc

Social – lying, spreading rumours, mimicking or continuous exclusion from the group for no reason.

Psychological – intimidating, manipulating or stalking

Cyberbullying – using technology to do any of the above