

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Our Vision Statement

Assisi Catholic College seeks Peace and Justice through education based on gospel values that:

- Embrace the love of God through our families, our faith community, and our environment;
- Embody the mission of Jesus through the Franciscan spirituality of St Francis and St Clare;
- Empower all members of our community to make a difference in their world.

Our Mission

Franciscan ideals and values are central to our identity, vision, mission now and in the future. In accordance with our Vision Statement, we aim to develop responsible young people who consciously attempt to live out the Gospel Values in their everyday relationships with others, so that these practices show evidence of forgiveness, acceptance, justice, self-discipline, friendship, respect and caring.

As an authentic Catholic School, our Assisi Catholic College community recognises that each student is entitled to a socially just education; where they are able to achieve their full potential, in an environment that is characterised by:

- the message and person of Jesus and the values described in the Gospel;
- a relevant Franciscan spirituality;
- an emphasis on the development of high-quality interpersonal relationships;
- a curriculum that caters for all learners;

- peacemaking and forgiveness through restorative practices;
- a high level of co-operation and collaboration amongst staff, parents and students;
- non-discriminatory organisational and administrative procedures;
- effective channels of communication on all levels;
- a clearly stated, and consistently implemented, school responsible behaviour support plan which aims to develop self-directed, self-motivated learners who are able to make choices and accept responsibility for their own behaviour.

Our School Context

Assisi Catholic College is a P-12 College with 1500 students enrolled and a dedicated staff of over 150 personnel (including Leadership Team, specialist teachers, support teachers, school officers and Guidance Counsellors). The College has been organised around four precincts (Early, Junior, Middle and Senior).

Located at the northern end of the Gold Coast, the College draws from a wide catchment area. At present, there are three streams in Years P-6 and six/seven streams in Years 7-12.

Consultation and Review Process

This plan was developed in consultation with our school community. A consultative committee, with significant input by stakeholders, developed the initial Responsible Behaviour Plan in 2009. In light of the current information from Brisbane Catholic Education "Student Behaviour Support – Guidelines, Regulations and Procedures". This document will be reviewed annually.

Consultation occurred through staff completing a survey and/or participating in a collaborative working party. A review of school data relating to behaviour incidents and disciplinary actions also informed the plan. The plan was submitted to the College Principal, College Board and BCE Senior Leader for endorsement and will be reviewed annually. *Reviewed 2024*

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

Parents are the prime educators of their children. Assisi Catholic College will work closely with parents/caregivers in the education and development of young people.

Therefore:

1. Our College Motto: Peace through Justice, has been a guiding philosophy of our Student Behaviour Support Plan;
2. The Student Behaviour Support Plan will be informed by Brisbane Catholic Education "Student Behaviour Support: Guidelines, Regulations and Procedures";
3. All members of our College Community have rights, which need to be respected and responsibilities, which need to be enacted. We have specific practices, rules and procedures which promote these rights and responsibilities;
4. There must be a warm, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships. As a learning community, emphasis will be on educating the student about consequences of their actions rather than simply delivering retribution;
5. All rules and practices at Assisi Catholic College should be:
 - Fair and just
 - Purposeful and effective
 - Clear and concise
 - Regularly communicated, modelled and reviewed
 - Used consistently
 - Linked with appropriate consequences
6. Any physical punishment is expressly prohibited;
7. Practices, rules and processes will be developed collaboratively through the involvement of community members;
8. Staff will be provided with access to quality professional development on various topics and in various forms as required. At the beginning of each year, a session during Professional Development Days will be held to update staff on the Student Behaviour Support Plan;

9. All in our College community will work in a collaborative manner, using all forms of helpful processes and engaging all appropriate agencies and assistance, to cater for the needs of our students and other stake holders;
10. Regular opportunities for the monitoring and review of school practices, policies, plans and procedures will be conducted;
11. Recognition and encouragement should be given to those students who continually work to be the best that they can be;
12. Staff should focus on specific behaviour and the needs of the student. Where warnings or reprimands are necessary, these should be given individually and privately unless prevented by circumstance;
13. Staff members are required to avoid practices, which do not promote the dignity of the student. Intervention strategies should begin with the least intrusive, progressing to the most intrusive, as necessary.

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.

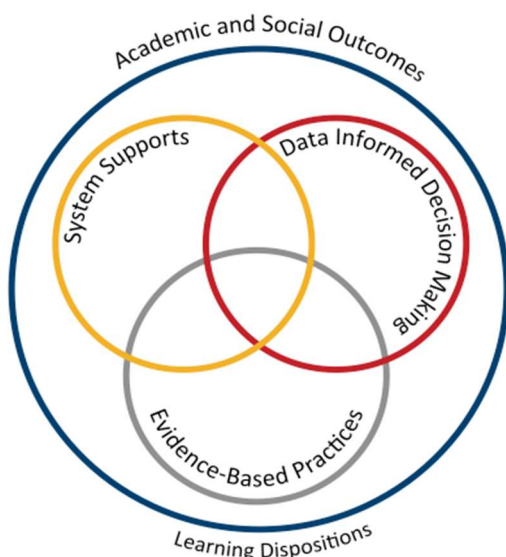


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).

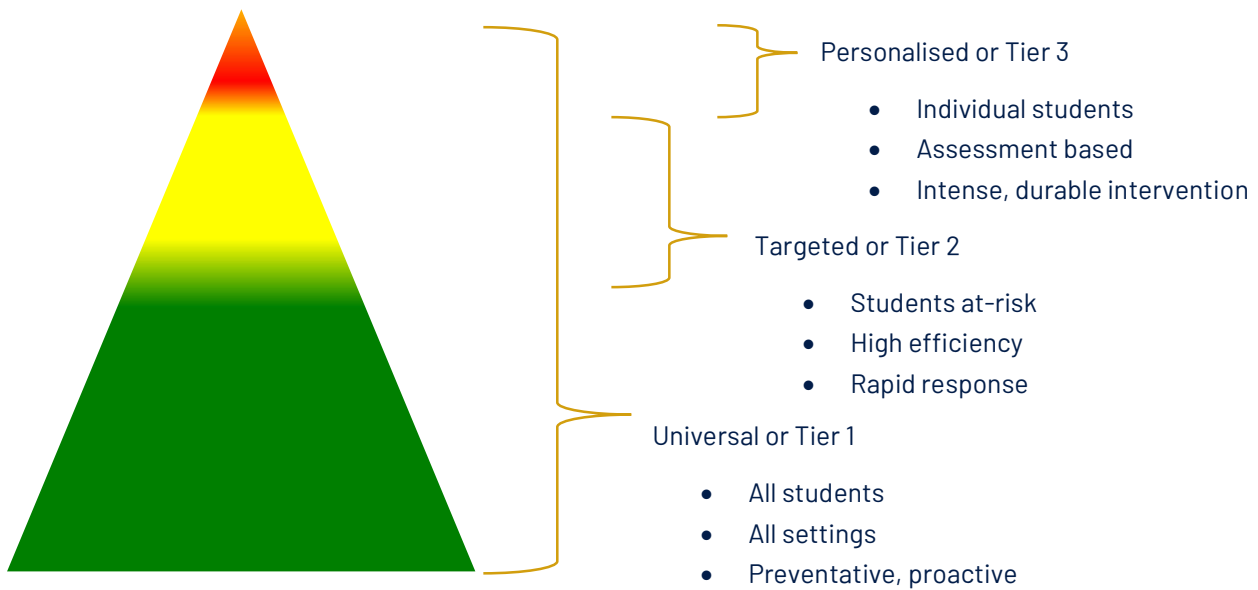
Tier 2 Targeted Supports:

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**



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 & Professional Learning for School/College staff

Code of Student Behaviour

As a College community, we expect students to follow the Code of Student Behaviour.

Students are expected to:

1. Take part in the College's Religious Education programs;
2. Be responsible, with help from my teachers, for my own work and will ensure it is completed to best of my ability;
3. Be punctual and ready to work;
4. Follow the rules and expectations as outlined in the enrolment agreement and the Assisi Behaviour Support Policy so that my time at the College is productive and enjoyable;
5. Be neatly dressed in uniform, either College uniform or sports uniform, so that the Uniform Code is followed;

6. Abide by the College regulations in respect to hair, make-up, jewellery, and personal grooming;
7. Use my personal gifts and talents to ensure that everything I do is completed to the best of my ability;
8. Be actively involved in all that is required of me, including sports carnivals, excursions, assemblies, Masses and special events;
9. Always remember to act in a polite way, ensuring manners are used and positive relationships are formed with teachers, students and other members of the community;
10. Demonstrate the Assisi Habits and Values at all times;
11. Respect of own, others and College equipment and resources is expected. Malicious damage and vandalism will not be accepted.

Parents and Carers are required to:

1. Support the College in placing high priority on attendance and adherence to expectations;
2. Ensure that each child has the material and personal requirements to participate fully in a typical College day;
3. Show an active interest in their child's schooling and progress;
4. Initiate and maintain effective and respectful communication and positive relationships with staff regarding their child's learning, well-being and behaviour;
5. Support College Staff in maintaining a safe and respectful learning environment for all;
6. Contribute positively to behaviour support plans and processes that concern their child. Disrespectful communication will not be tolerated;
7. Support the College by:
 - a) Refraining from unreasonable persistence: for example, making excessive, demanding, abusive or unnecessary phone calls or emails;
 - b) Refraining from unreasonable demands: for example, demanding a different process or more reviews than allowed for by the College complaints procedure and/or BCE's Student, Parent and Guardian Complaints Management Policy or demanding a different outcome without demonstrating the original decision of the school was incorrect or unfair;
 - c) Co-operating: for example identifying problems and providing organised information;

- d) Refraining from unreasonable arguments: for example, making irrational or illogical claims;
 - e) Refraining from unreasonable behaviours: for example, aggression, or violence to College staff or threatening harm to College staff, self or others;
8. Follow the BCE Volunteer Code of Conduct.

Staff are required to:

1. Actively support all students and ensure consistency in their approach;
2. Model appropriate behaviour through words and actions;
3. Provide positive reinforcement for responsible behaviour;
4. Treat all students respectfully and consistently enact the College's behaviour support processes;
5. Recognise and cater for the diversity of needs;
6. Follow the BCE Code of Conduct and Student Protection Processes (Mandatory Reporting);
7. Implement the College Behaviour Support Plan.

Principal and Leadership Team are required to:

1. Play a strong leadership role in implementing and communicating the College Student Behaviour Support Plan within the College Community;
2. Communicate high expectations for individual achievement and behaviour;
3. Provide support structures, policies and practices that enhance the Student Behaviour Support Plan;
4. Monitor and review the effectiveness of College practices and their effect on student learning;
5. Support staff in their required behaviour management practices;
6. Arrange relevant professional development opportunities for staff;
7. Follow the BCE Code of Conduct and Student Protection Processes (Mandatory Reporting) and fairly and equitably oversee and implement the College Behaviour Support Plan.

Section B: Our Student Behaviour Support Practices






1. Clarity: Our Expectations

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

Our expectations are:

Be Respectful - Be Responsible - Be Your Own Person - Be Prepared - Be Persistent

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

	Be Respectful <ul style="list-style-type: none">• I welcome everyone• I listen and value others• I take care of creation
	Be Responsible <ul style="list-style-type: none">• I have a positive attitude towards learning and play• I know my WALTs• I work as a team
	Be Persistent <ul style="list-style-type: none">• I have a go• I can find different ways to problem solve• I learn through my mistakes
	Be Prepared <ul style="list-style-type: none">• I am organized for learning and play• I use my WILF and tools to help me learn• I use my time effectively
	Be Your Own Person <ul style="list-style-type: none">• I reflect on my own learning use feedback to improve• I am creative and show my learning in different ways• I am a role model through my choices and actions

Behaviour Support Process

Tier 1	Independent Students are displaying Franciscan Values and Habits
Tier 1A	Student, Parent, Teacher Students need to think before they act Assisi Habits and Values generally demonstrated
Tier 2A	Student, Parent, Teacher, Pastoral Leader Students need to change their behaviours Assisi Habits and Values sometimes demonstrated
Tier 2B	Student, Parent, Teacher, Year Level Pastoral Leader, Assistant Principal, P-12 Head Students are making very poor choices
Tier 3	Student, Parent, Teacher, Year Level Pastoral Leader, Assistant Principal, P-12 Head, Principal Urgent attention is required

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.

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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:

- Explicit teaching and consistent follow-up of College expectations;
- Displaying the College and classroom expectations clearly in each room;
- College expectations and provisions of support / responses charts are displayed in Student Organisers;
- Applying appropriate consequences for not meeting behaviour expectations;
- Using restorative processes to empower students to take responsibility for their actions;
- Maintaining effective communication and sharing a common language about behaviour in our College community.

Tier One - Independent: Students are self-managing and require minimum adult intervention.

At Assisi Catholic College, staff believe that a more successful method of managing student behaviour is by accentuating positive behaviour, rather than intervening after incidents have occurred and using the principles of restorative justice.

Positive Education

To develop the positive school culture, a wide range of strategies are used, including:

- Promotion of the Assisi Habits and Values through all we do at Assisi Catholic College;

- Promotion of programs such as “R U OK” and “Random Acts of Kindness”;
- Rock and Water Program for MY / SY students;
- Praise and encouragement of students who have been actively involved in activities (sport, culture, academic, community) by the Principal at Whole College Assemblies;
- STELLA Awards for EY / JY students;
- Pastoral Coordinators’ Awards for MY / SY students;
- Acknowledgement of student efforts and results in academic, sporting, behavioural and cultural contexts through Celebration of Excellence;
- Newsletter articles identifying the positive culture of the College;
- Public display of work in classrooms, Chiara and other areas of the College;
- Phone calls, emails and communication with parents;
- Teacher evaluations and comments on work / reports;
- Supporting “Bullying No Way” Days and other activities that promote student resilience and understanding of how to treat others, themselves and the environment;
- Parent Education Sessions organised by Counsellors;
- Celebration of Learning Activities (Open Mornings) throughout the year.

The efforts of staff members are also acknowledged at staff briefings, in newsletters, staff habits and values awards and at College / Precinct Assemblies.

Restorative Justice Principles

At Assisi Catholic College, the goal is to develop self-disciplined, self-directed learners. Students need to develop an understanding that their actions and behaviours have consequences. They are responsible for the choices that they make and they need to own and accept the subsequent consequences. All staff and parents have a duty to guide, support and direct our students, so that their self-concept, dignity and sense of belonging can develop positively within the College community and that our school motto “Peace through Justice” is lived out in the daily practices of all in the community.

Restorative Justice is built on a philosophy that focuses on building, maintaining and valuing relationships within a school community. It is about building communities of care around individuals while not condoning harmful behaviour – in other words holding individuals accountable for their actions, focusing upon repairing and strengthening relationships.

Restorative Justice Practices actively encourage students:

- To be aware of expectations, rights and responsibilities;
- To think critically about relevant issues;
- To be aware of consequences of their actions – responsibility, accountability and ownership;
- To be able to function effectively within the community;
- To be able to make good choices;
- To be able to make a positive contribution to the life of the College community through their actions, behaviour and sense of good will;
- To seek support, guidance and direction as required;
- To be in a position to enjoy their experience at the College in a safe schooling environment.

Students will be assisted in the process:

- By seeing appropriate behaviour modelled: students learn from the example of others therefore it is important that staff and parents model appropriate behaviours.
- By knowing the logical consequences for inappropriate behaviour in advance: students will be made aware of the consequence process. Posters clearly outlining the process and Tiers of Behaviour as well as expectations will be displayed throughout the College.
- By having opportunities to develop plans and strategies to improve their behaviour: Students will be given opportunities to develop Responsible Behaviour Action Plans where they detail the incident, the inappropriateness of this action, the action that will be taken to remedy the situation.
- By participating in social-skills programs as required: identified students at Assisi College have the opportunity to participate in social skills activities. Student Support Services, in particular the Guidance Counsellors, offer one-on-one and small group social skills programs.
- By being taught assertiveness and problem solving strategies: Embedded in the curriculum framework and pedagogical practices of each subject area are activities that are described in the Personal & Social Development Framework (positive self-esteem; emotional resilience; assertiveness; resolving conflict; strengthening support networks; dealing with stress; how to stay safe; making decisions and developing friendships).

Restorative practices involve direct participation by both victims and offenders. Victims have an opportunity to have a say in how the situation will be resolved and offenders get a full understanding of the consequences of their actions. This approach allows the offender to gain a deeper understanding of their feelings and those of others and therefore the effect of their behaviour on others. The perpetrator is involved in making amends with an outcome that reintegrates them to the community rather than leaving them feeling isolated.

Restorative Justice practices and procedures should be enacted as soon as possible after a situation arises. Classroom teachers, Pastoral Middle Leaders, School Counsellor and/or members of the Leadership Team will implement these processes. For more serious incidents, a more formal mediation process will take place.

Research indicates that this develops greater self-discipline with an increase in students developing responsibility for their own behaviour. Implementation will take time because it does involve a cultural shift from punishment, retribution and blame to a focus on restoring relationships and making amends. It also involves a shift from requiring students to comply to getting students to choose to act appropriately and take responsibility for their actions.

As a Christian community, our emphasis will be upon fostering forgiveness and peacemaking. This also means students finding forgiveness and peace within themselves.

TIER 1 – Independent

Student, Parent, Teacher

TIER 1 – Independent

Students are displaying the Assisi Catholic College Values and Habits and require minimal behaviour support.

Below are examples of affirmations that students may receive:

- Letters of Commendation – after four (4) noted affirmations or accumulated EY/JY stamps, please email the appropriate School Officer to request for a letter to be sent home
- Affirm student positive behaviour, effort and attitude
- Positive communication with parents (email or phone)
- Positive reinforcement
- Individual classroom incentives
- Assisi Catholic College awards process
- Positive note in student organiser / book
- Record on ENGAGE
- Certificates of appreciation
- Other teacher strategies

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Email/Note Home	Classroom positive behaviour systems – raffles, team points etc.
Affirmation Letters	Stella awards
School Habits and Values brag tags	
School behaviour expectations prominently displayed.	

Emerging pattern of infringements (Minor incidents of inappropriate behaviour: Talking in class, disrupting learning by calling out, ignoring instructions, playing in inappropriate areas, incorrect uniform, littering, lateness to class).

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:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support 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 goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and 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.
- Social Skills Clubs/Groups. 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. A teacher or guidance counsellor facilitates this type of group.

At times, it will be necessary for those students who have been identified as having significant behaviours to be moved to a more formal management plan. Some students who are at risk of disengagement from their learning require evidence-based, targeted interventions that are monitored regularly (College Leadership, Counsellors, Year Level Pastoral Leader, Classroom Teacher, Student Support Personnel) to assist them to improve their educational performance and well-being.

As one means of encouraging responsible behaviour, an Individual Behaviour Support Plan will be devised to assist a student to meet College expectations. This plan will be devised after consultation with Student Services Department (Guidance Counsellor and/ or Learning Support Teachers), parents/carers, Pastoral Care Coordinator/Classroom teacher and a member of the Leadership Team. One method of

developing an individual support plan is through the use of Functional Behaviour Assessment (FBA) conducted by School Service Staff.

Copies of Individual Behaviour Support Plans should be located in a central area to allow access for all Leadership Members and other relevant personnel.

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:

- 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)

Student, Parent, Teacher

TIER 1A – Universal Supports

Behaviours that are minor in nature but need correcting and occur frequently

First / Second / Third Occasions

- Classroom teacher behaviour support strategies
- Reminder of expectations – Habits and Values
- BSR Questions # 1 – Student Organisation matters of concern noted
- BSR Questions # 2 – Referral box ticked in Student Organisation / Referral form completed / Teacher contact Behaviour Support Room
- Student attends the Behaviour Support Room (BSR) and completes plan
- Teacher – Student conference (essential part of the process); during the lesson or ASAP after the referral lesson; before school, first or second break, before the next lesson.

*** Contact Home – Classroom Teacher (EY/JY) or Year Level Pastoral Leader after third occasion

- Behaviour Support Room School Officer to contact Year Level Pastoral Leader (EY / JY AP) via email by after third occasion.
- Affirmation if behaviour is corrected

Behaviour Support Questions – Teachers are required to ask the following questions:

- What are you doing?
- What should you be doing?
- What will happen if you disrupt again?
- Is this what you want to happen?
- What would you like to happen now?

The student either returns to active participation or disrupts again. If the student disrupts again the teacher asks:

- What are you doing?
- What did you say would happen the next time you disrupted?

I see you have chosen to go to the Behaviour Room.

If a student refuses to engage with the process, please ask:

- Are you going to work with me?

If a student refuses to engage with the process, please contact the relevant Year Level Pastoral Leader or Assistant Principal for support. The student will be required to go to the BSR to work on a plan or to have some time out.

*** All referrals will be entered into ENGAGE by the BSR School Officer and an email will be sent home each occasion a student has chosen to go to the BSR.

Student, Parent, Teacher, Year Level Pastoral Leader

TIER 2 – Targeted Supports

Behaviours that are frequently occurring, highly disruptive to learning, disrespectful or unsafe

Fourth Occasion

- Classroom teacher behaviour support strategies
- Reminder of expectations – Habits and Values
- BSR Questions # 1 – Student Organiser matters of concern noted
- BSR Questions # 2 – Referral box ticked in Student Organiser / Referral form completed / Teacher contact BSR
- Student attends the BSR and completes plan
- Teacher – Student conference (essential part of the process); must occur ASAP after the referral

*** Contact Home – Classroom Teacher (EY/JY) and Year Level Pastoral Leader (MY/SY)

Teacher (EY/JY) or Year Level Pastoral Leader (MY/SY) to organise a Teacher – Parent – Student conference (phone call / meeting in person)

- Affirmation if behaviour is corrected – next lesson
- Year Level Pastoral Leader or EY/JY AP notified

Fifth Occasion

- Classroom teacher behaviour support strategies
- Reminder of expectations – Habits and Values
- BSR Questions # 1 – Student Organiser matters of concern noted
- BSR Questions # 2 – Referral box ticked in student organiser / Referral form completed / Teacher contact BSR
- Student attends the BSR and completes plan
- Teacher – Student conference (essential part of the process); must occur ASAP after the referral

Automatic generated letter sent home via BSR School Officer outlining next step in behaviour support process

- Affirmation if behaviour is corrected – next lesson
- Year Level Pastoral Leader / EY- JY or MY/SY AP notified

Sixth Occasion

- Classroom teacher behaviour support strategies
- Reminder of expectations – Habits and Values
- BSR Questions # 1 – Student Organiser matters of concern noted
- BSR Questions # 2 – Referral box ticked in Student Organiser / Referral form completed / Teacher contact BSR
- Student attends the BSR and completes plan
- Teacher – Student conference (essential part of the process); must occur ASAP after the referral

*** Contact home – Year Level Pastoral Leader or EY/JY AP

Year Level Pastoral Leader will organise a Student – Parent and Year Level Pastoral Leader conference (AP EY/JY): Teacher invited as necessary

- **Student begins a four week Behaviour Support Card (Check and Connect Process)** Targeted support process – (Restorative Conference) Teachers, Year Level Pastoral Leader, Counsellor
- Assistant Principal (MY/SY) invited
- Affirmation if behaviour is corrected – next lesson

TIER 2B	Student, Parent, Teacher, Year Level Pastoral Leader, Assistant Principal and P-12 Head
	<p>TIER 2 – Targeted Supports <i>Continual inappropriate behaviour or an isolated behaviour that is serious in nature (or direct referral)</i></p> <p>*** Contact Home – Year Level Pastoral Leader or EY/JY AP</p> <p>Formal Sanctions</p> <ul style="list-style-type: none"> • Student negotiation with Parent, Year Level Pastoral Leader and Assistant Principal (EY/JY MY/SY) • Student remains on a Behaviour Support Card (Check and Connect Process) • Targeted support process – (Restorative Conference) Year Level Pastoral Leader, Counsellor, Precinct Assistant Principal EY/JY • Assistant Principal MY/SY invited • Affirmation if behaviour is corrected <p>*** Contact Home – Assistant Principal (EY/JY MY/SY)</p> <p>Formal Sanctions</p> <p>*** Intervention meeting – Year Level Pastoral Leader, Assistant Principal, Parent and Student</p> <ul style="list-style-type: none"> • Student Behaviour Agreement (6 months) (check in / check out process) • Targeted Support Process – (Restorative Conference) College Counsellor, Year Level Pastoral Leader, Counsellor, Precinct Assistant Principal, P-12 Head invited • Affirmation if behaviour is corrected

Student, Parent, Teacher, Year Level Pastoral Leader, Assistant Principal, P-12 Head and Principal

TIER 3

Serious behaviour issues that are negatively impacting on others or the College environment over a period or isolated behaviour that is extremely offensive, dangerous or damaging to people or property

- Intervention meeting with P – 12 Head and delegates
- Final Behaviour Agreement (Check in / Check Out Process)
- Targeted Support Process – (Restorative Conference) College Counsellor, Year Level Pastoral Leader, Counsellor, Precinct Assistant Principal, P-12 Head
- Formal Sanctions
- Affirmation if behaviour is corrected

*Executive School Officer will organise restorative meeting via email, phone call or written correspondence.

Formal sanctions

- Final Principal's Restorative Conference (Principal and Principal's delegates)
- Restorative Conference on return or negotiation about enrolment
- Affirmation if behaviour is corrected

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:

De-escalation	Problem-solving	Restorative
Teacher toolkit (strategies that are contextually appropriate whereby the teachers uses their influence/relationship to positively re-direct the student behaviour.	Right to Learn, Right to Teach Behaviour Support Process (Questions)	Reflection process/Student plan Re-entry process/negotiation

Behaviour Support Room 'Right to Learn, Right to Teach' is a behavioural tool to be used within the classroom to allow students to take responsibility for their behaviours and provides students with a time to reflect on their choices and their impact on others. This is an effective means that allows students to work on a plan to acknowledge appropriate behaviour choices and to ensure that quality learning takes place. Once a teacher has exhausted their teacher toolkit, they are encouraged to use the following questions:



Behaviour Questions

Teachers are required to ask the following questions in a calm, concise and clear manner:

- *What are you doing?*
- *What should you be doing?*
- *What will happen if you disrupt again?*
- *Is this what you want to happen?*
- *What would you like to happen now?*

The student either returns to active participation or disrupts again. If the student disrupts again the teacher asks:

- *What are you doing?*
- *What did you say would happen the next time you disrupted?*

I see you have chosen to go to the Behaviour Room

If a student refuses to engage with the process, please ask

- *Are you going to work with me?*

If a student refuses to engage with the process, please contact the relevant Pastoral Leader or Assistant Principal for support. The student will be required to go to the Behaviour Room to work on a plan.

If a student refuses to engage with the process, please contact the relevant Pastoral Leader or Assistant Principal for support. The student will be required to go to the Behaviour Room to work on a plan.

First Teacher Support Strategies Second Ask Behaviour Questions

TIER 1A: Examples of Minor Behaviours

- Inappropriate Verbal Language to other students
- Non-Serious Physical Contact
- Ignoring Instructions
- Calling Out
- Interrupting
- Inappropriate Use of Technology in the Classroom
- Low Intensity Brief Disrespect / Non-Compliance
- Low Intensity Property Misuse
- Late / Out of Bounds
- Teasing
- Other – Professional Judgement

Direct Referral to Behaviour Room (Must Inform Pastoral Middle Leader / Leadership Team Member)

Level 2A and 2B: Examples of Major Behaviours

- Gum (whilst not a Level 2A or 2B - before school hours possession results in Behaviour Support Room referral at BB, during school hours is an automatic referral to the Behaviour Support Room)
- Verbal Aggression
- Highly inappropriate language/ images directed at staff / students public (or communicated within the public arena)
- Physical Aggression
- Bullying / Harassment
- Repeated Defiance / Non-Compliance
- Persistent Disruption – Continued disruption after returning to same lesson / session.
- Vandalism / Property Damage
- Truancy / Theft
- Major Technology Violation
- Drug Use or Possession, E - cigarettes (Vapes) / cigarette / other non sanctioned / age restricted substance
- Weapons Use or Possession
- Combustibles / Smoking
- Bomb Threat / False Alarm
- Concerning Sexual Behaviour
- eCrimes / Cyber Exploitation
- Other – Professional Judgement

Behaviour Support Referral: MY and SY

Student:	PC Class:
Referring Teacher:	Subject:
Date:	Time:
Did your teacher ask you the questions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Behaviour Room has been contacted:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Negotiation:	
<input type="checkbox"/> Current Lesson (MY / SY – last 10 minutes)	<input type="checkbox"/> 1 st Half – Big Break
<input type="checkbox"/> Current Session (EY / JY)	<input type="checkbox"/> 2 nd Half – Big Break
<input type="checkbox"/> Before School	<input type="checkbox"/> Small Break
Only short description is necessary:	
Briefly describe the first disruption:	
<input type="checkbox"/> Not following instructions	<input type="checkbox"/> Interrupting
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Out of bounds
<input type="checkbox"/> Technology misuse	<input type="checkbox"/> Late to class
<input type="checkbox"/> Other:	
Briefly describe the next disruption that resulted in the student choosing to attend the Behaviour Support Room:	
<input type="checkbox"/> Not following instructions	<input type="checkbox"/> Interrupting
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Out of bounds
<input type="checkbox"/> Technology misuse	<input type="checkbox"/> Late to class
<input type="checkbox"/> Other:	
Thank you.	

Negotiations: teachers and students will meet in the Behaviour Support Room at the allocated time to negotiate re-entry into the classroom.

Behaviour Support Plan: MY and SY

Student: _____ PC Class: _____

Referring Teacher: _____ Subject: _____

Year Level: _____ Date: _____

1. Describe in detail why you have chosen to attend the Behaviour Support Room:

2. Does your description match what the person in charge said? ☐ Yes ☐ No

3. Which Assisi Habits and Values did you not follow? How?

4. What rule / expectation did this break?

5. Did you make an appropriate or in appropriate choice? Why? How were you feeling when you.....?

6. At the time you made this choice, how did you take away other students' right to learn?

7. Your plan – next time you are faced with the same situation, how would you act differently? (Make your plan very specific and detailed)

8. Do you believe this plan will help you to make better choices next time? ☐ Yes ☐ No

9. What can teachers do to help you?

10. How will you make up missed class work?

11. Are you ready to enact this plan and move on? ☐ Yes ☐ No

12. Can we put this behind us and move on? ☐ Yes ☐ No

Student:

Teacher:

Date returned to class:

Negotiation date:

If a student refuses to negotiate, please suggest a way forward:

JY Behaviour Room Reflection Form

☐ Isolated Behaviour

☐ Continued Behaviour

Student Name:

Class:

Teacher:

Date:

Write what happened:

Does your behaviour match the expectations of the person in charge?

☐ Yes






☐ No

Have you completed a reflection sheet for this behaviour before?

☐ Yes

☐ No

Which Habits and Values did you not follow?

 <p>Be Respectful</p> <ul style="list-style-type: none"> • I welcome everyone • I listen and value others • I take care of creation 	 <p>Be Responsible</p> <ul style="list-style-type: none"> • I have a positive attitude towards learning and play • I know my WALTs • I work as a team 	 <p>Be Persistent</p> <ul style="list-style-type: none"> • I have a go • I can find different ways to problem solve • I learn through my mistakes 	 <p>Be Prepared</p> <ul style="list-style-type: none"> • I am organized for learning and play • I use my WILF and tools to help me learn • I use my time effectively 	 <p>Be Your Own Person</p> <ul style="list-style-type: none"> • I reflect on my own learning use feedback to improve • I am creative and show my learning in different ways • I am a role model through my choices and actions
---	---	---	---	--

How did your actions impact others?

Next time you are faced with the same situation, how would you act differently?

Re-entry negotiation

Date:

Time:

Signed:

Behaviour Support Process Semester Plan for Prep – Year One

Independent

Student is participating in class work and playground, showing appropriate Habits and Values.

- Affirmations/Badges, Stella Award, Affirmation Letters, Email/Note home



Level 1

Student is showing behaviours that occur infrequently but need correcting: Interruptions, work avoidance, minor disrespect, careless movement.

- Rule Reminder/ Explore ALL Toolbox strategies, differentiation strategies and learning support plan adjustments.
- If the behaviour continues ask behaviour questions
#1 What are you doing?
#2 What should you be doing?
- Student makes necessary changes as part of restorative conversation
OR if minor behaviour continues ask behaviour questions:
#2 What should you be doing?
#3 What will happen if you disrupt again?

If behaviour persists – go to thinking space in 'Buddy Teacher Class'. Students complete Blue level reflection in Buddy class. Buddy teacher determines optimal reflection time. The student returns to own teacher who reviews with student the reflection as part of the Negotiation Plan.

Every session is a reset, a chance to start afresh.

Classroom teacher to contact parent/s if behaviour is happening continually (3 times - more).

Level 2

Repeated Minor Level Behaviours (after student has been to Buddy Classroom)

Student is showing frequently (4th, 5th or 6th referral to Buddy classroom) occurring explicit behaviours such as non-compliance, disruption, defiance, disrespect and unnecessary movement.

Student has been to buddy classroom in the session. Students are reminded of expectations, teacher uses Toolbox strategies, differentiation strategies and learning support plan adjustments to help restore preferred behaviour. Student has completed time in Thinking Space of Buddy Classroom.

If behaviours persist, work through questions/process as per Blue level.

Student Reception is contacted. APA – Early Years will complete a student conference and reflection of behaviour.

Parents are contacted by class teacher for a meeting for frequent occurrences.

Level 3	<p><u>Continued Minor/Major Behaviours</u></p> <p>Showing continual inappropriate behaviours of the above or an isolated behaviour that is serious in nature such as physical harm, vandalism and offensive language.</p> <p>Parents will be contacted and asked to attend a meeting with the class teacher and administration.</p>
Level 4	<p><u>Major Behaviour Incidents</u></p> <p>Serious behaviour issues that are negatively impacting on others or the College environment over a period or an isolated behaviour that is extremely offensive, dangerous or damaging.</p> <p>Parents will be contacted and asked to collect child immediately. Re-entry process will be followed.</p>

EY Behaviour Room Reflection – Classroom

☐ Isolated Behaviour

☐ Continued Behaviour

Student Name:

Class:

Teacher:

Date:

Draw / Write what happened:

Have you completed a reflection for this behaviour before?

☐ Yes ☐ No






Draw how you were feeling at the time.

--

In this the same as what the teacher said?

☐ Yes ☐ No

Which Habits and Values did you not follow?

 <p>Be Respectful</p> <ul style="list-style-type: none"> • I welcome everyone • I listen and value others • I take care of creation 	 <p>Be Responsible</p> <ul style="list-style-type: none"> • I have a positive attitude towards learning and play • I know my WALTs • I work as a team 	 <p>Be Persistent</p> <ul style="list-style-type: none"> • I have a go • I can find different ways to problem solve • I learn through my mistakes 	 <p>Be Prepared</p> <ul style="list-style-type: none"> • I am organized for learning and play • I use my WILF and tools to help me learn • I use my time effectively 	 <p>Be Your Own Person</p> <ul style="list-style-type: none"> • I reflect on my own learning use feedback to improve • I am creative and show my learning in different ways • I am a role model through my choices and actions
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How did your actions impact others?

☐ Yes

☐ No

Next time what will you do if this happens again?

Please sign and return to your Class Teacher

Student:

Class Teacher:

EY Behaviour Room Reflection – A.P.A.

☐ Isolated Behaviour

☐ Continued Behaviour

Student Name:

Class:






Teacher:

Date:

Draw / Write what happened:

Have you completed a reflection for this behaviour before?	Draw how you were feeling at the time.	In this the same as what the teacher said?
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No

Which Habits and Values did you not follow?

 <p>Be Respectful</p> <ul style="list-style-type: none"> I welcome everyone I listen and value others I take care of creation 	 <p>Be Responsible</p> <ul style="list-style-type: none"> I have a positive attitude towards learning and play I know my WALTs I work as a team 	 <p>Be Persistent</p> <ul style="list-style-type: none"> I have a go I can find different ways to problem solve I learn through my mistakes 	 <p>Be Prepared</p> <ul style="list-style-type: none"> I am organized for learning and play I use my WILF and tools to help me learn I use my time effectively 	 <p>Be Your Own Person</p> <ul style="list-style-type: none"> I reflect on my own learning use feedback to improve I am creative and show my learning in different ways I am a role model through my choices and actions
---	---	---	---	--

How did your actions impact others?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Next time what will you do if this happens again?

Please sign and return to the A.P.A. Early Years

Student:

Assistant Principal:

Referral Letter 1

Every Referral – Please send to parents

Mr. & Mrs. Smith
smith@smith.com.au

Dear Mr. & Mrs. Smith,

Re: Referral to the Behaviour Room

At Assisi Catholic College, we recognise the importance of classroom learning and teaching and its correlation to student attainment and sense of belonging. As such, we aim to sustain classroom environments that ensure students have the 'Right to Learn' and teachers have the 'Right to Teach' without disruption. In acknowledging this, we fully believe that students be given an opportunity to learn from their mistakes by taking ownership, responsibility and accountability for their behaviours.

We wish to inform you that John chose to attend the Behaviour Room.

It has been noted that John has been disrupting the right of others to learning in English by:

- Behaviour 1
- Behaviour 2

As part of our behaviour support process, John will be provided with the opportunity to reflect on his behaviour, devise a plan and discuss his behaviours with his classroom teacher on how he will make better choices in the future.

We appreciate your support in maximising learning and teaching opportunities at the College and encourage you to speak with John about his behaviour.

Please do not hesitate to contact Mr. Jones (classroom teacher) if you require additional information about John's participation in class.

Yours sincerely,

Behaviour Room – School Officer.

Referral Letter 2

After the Fifth Referral – Please send to parents

Mr. & Mrs. Smith
smith@smith.com.au

Dear Mr. & Mrs. Smith,

Re: Referral to the Behaviour Room

We wish to inform you that John has chosen to attend the Behaviour Room on five occasions.

This email is to keep you informed on the next phase of our Behaviour Support Process. If John chooses to attend the Behaviour Room again, you will be required to attend a Restorative Conference, which will involve Mr. Jones (teacher), Mr. Johnson (Year 9 Pastoral Leader), Mrs. Brown (Counsellor) and Mrs. White (Assistant Principal).

This process will allow all wishing to see an improvement in John's behaviour to:

- Identify John's areas of strengths
- Understand College expectations, behaviour process and the specific behaviours that have been disrupting the learning environment
- Seek information from parent/s and staff to help determine what additional support mechanisms can be enacted for John
- Discuss parent/s expectations of John's behaviour
- Discuss ways that communication can be strengthened, and parents can be kept informed about the positive behaviours and areas of development
- Collaboratively establish a way forward and the changes needed to ensure success in learning
- Inform parent/s of Behaviour Card Process – staff comment briefly and sign sections of the card regarding the behaviour of a student within specific time periods throughout the day. Behaviour Cards can vary in duration and helps students to maintain focus and direction

Throughout this process, John will be provided with the opportunity to reflect on his behaviour, be supported in devising behaviour goals and provided with opportunities to discuss his behaviours with people who wish to support John in making better choices for the future.

Please do not hesitate to contact Mr. Johnson (Year 9 Pastoral Leader) if you require additional information about John's participation in class or require further information about the next phase of the College's Behaviour Support Process.

Yours sincerely,

Behaviour Room – School Officer.

4. STUDENT PLAN

Purpose (most important part of the process):

- Students reflect on their actions, the consequences and how they will act differently next time (opportunity to learn);
- Students have to think and write about their behaviours (reflect);
- Students will need your help to learn how not to interfere with the rights of others – it is a learning process.

Failure to complete plan

Students that refuse to engage with the process, for example not willing to complete plan or behaving inappropriately in the BSR, will be sent home. The AP or Pastoral Leader will support this process.

Teacher – Student Conference

Purpose: A conversation between teacher and student to identify the problem, discuss the current situation and plan a way forward.

- Negotiation can take place during the referring lesson or ASAP after the referring lesson;
- Read through the plan together;
- Students needs to own behaviours (take responsibility / ownership / accountability);
- Student to negotiate a way forward – Discuss what they have learnt and how they will change their behaviour (learning goals);
- Teachers will need to ask clarifying questions, rather than telling the student how to behave;
- Students may need to add to their plan, because of the teacher's questions asked at negotiation;
- If the teacher is still not happy with the plan, they can make suggestions in the space provided on the plan;
- After the completion of a successful negotiation, the plan is to be signed, the student returns the plan to the BSR and a copy will be given to the student;
- If time and lesson activities permit, negotiation should be done during the same lesson; after the student has completed the BSR plan;
- If the teacher believes that the negotiation cannot be done in that referring lesson, the student remains in the BSR for that particular lesson. The student will then have a re-entry before the next scheduled subject lesson;

- Teachers must follow the Behaviour Support Process to ensure consistency in application across the College.

Teacher – Parent – Student Meeting

Purpose: a conversation between teacher, parent and student to identify the problem, discuss the current situation and plan a way forward.

- Identify student areas of strength;
- Outline College expectations, behaviour process and the specific behaviours that have been disrupting the learning of environment;
- Seek information from parent/s and staff to help determine what addition support mechanisms can be enacted for the student;
- Collaboratively establish a way forward and changes needed to ensure success in learning;
- Discuss parent expectation of student behaviour;
- Discuss ways that communication can be strengthen and parents and can be kept informed about the positive and areas of development.

Year Level Pastoral Leader – Teacher – Parent – Student Conference

Purpose: A conversation between pastoral leader, teacher, parents and student to identify the problem, discuss the current situation and plan a way forward.

- Identify student areas of strength;
- Outline College expectations, behaviour process and the specific behaviours that have been disrupting the learning of environment;
- Seek information from parent/s and staff to help determine what addition support mechanisms can be enacted for the student;
- Discuss parent expectation of student behaviour;
- Discuss ways that communication can be strengthen and parents and can be kept informed about the positive and areas of development;
- Collaboratively establish a way forward and changes needed to ensure success in learning;
- Inform parent of Behaviour Card Process – Staff comment briefly and sign sections regarding the behaviour of a student within specific time-periods throughout the day. Behaviour cards can vary in duration and helps students to maintain focus and direction.

Restorative Conference

Purpose: a restorative conference is a formal process used when a student has engaged in major or repeated minor behaviours and usually involves students' teachers, year level pastoral leaders, school leadership and parents.

Seek information to help determine what additional support can be offered to the student.

- Student background provided;
- What action does the team recommend helping this student succeed?
- Who will take responsibility with this student?
- When and who will be involved in follow up discussions about the student's progress?
- Collaboratively establish a way forward and changes needed to ensure success in learning.

4. Uniform Procedure

At Assisi Catholic College we expect our students to wear their uniform with pride. At the commencement of each year, students in years 4-12 and their parents/guardians sign a Code of Student Behaviour (see P. 5 of this procedure) which includes abiding by our Uniform Code. The purpose of the Uniform Code is to promote a sense of identity and pride; strengthen community cohesion; enhance student safety, and wellbeing; and prepare students for the expectations of some workplaces.

MYSY Uniform Procedure

Students must bring their Student Organisers to PC/ELO every day. Uniform is to be checked at the start of the day by PC/ELO teachers, and at the start of each lesson by classroom teachers.

Tier 1A – Universal Supports

- For any student not abiding by the Uniform Code, regardless of parent/guardian note:
- The PC/ELO/classroom teacher enters an 'Out of Uniform' Matter of Concern in the Student Organiser.
- The PC/ELO/classroom teacher enters student name on Portal.
- If the student does not have their Student Organiser, the student attends the Behaviour Support Room at Big Break.
- The Behaviour Support Room School Officer enters all uniform infringements into ENGAGE.

After **three** uniform infringements (Semester):

- An Administrative Assistant sends a Matter of Concern letter to parent/guardian to notify them of the pattern of uniform infringements. This information is also communicated to the Year Level Pastoral Leader and PC/ELO teacher.
- Affirmation if uniform is corrected.

Tier 2 – Targeted Supports

After **six** uniform infringements:

- The Administrative Assistant sends a second letter to parent/guardian to notify them of the pattern of uniform infringements. This information is also communicated to the Year Level Pastoral Leader and PC/ELO teacher.
- The Year Level Pastoral Leader organises a Teacher-Parent-Student conference (phone call / meeting in person).
- The student commences a four-week Uniform Behaviour Support Card (Check and Connect process).
- Affirmation if uniform is corrected.

Failed Uniform Behaviour Support Card:

- The Year Level Pastoral Leader contacts the parent/guardian to notify them of the pattern of uniform infringements. This information is also communicated to the Assistant Principal and PC/ELO teacher.
- The student commences a second, four-week Uniform Behaviour Support Card (Check and Connect process).
- Affirmation if uniform is corrected.

Second failed Uniform Behaviour Support Card:

- The Year Level Pastoral Leader contacts the parent/guardian to notify them of the pattern of uniform infringements. This information is also communicated to the Assistant Principal and PC/ELO teacher.
- The student, parent/guardian attends a Restorative Conference (student, parent/guardian, Year Level Pastoral Leader and Assistant Principal).
- The student commences a six-month Student Behaviour Agreement (Check-in and Check-out process) for uniform.
- Affirmation if uniform is corrected.

If the student fails to comply with the Student Behaviour Agreement for uniform, then the **Tier 3** Behaviour Support Process is actioned.

N.B. A student's Uniform Infringement tally returns to zero at the start of each term. However, if a student reaches six infringements for a second time in one semester, they are placed on a second, four-week behaviour card for uniform.

Extreme Uniform Code violations:

Any Uniform Code violation considered to be extreme (for example, extreme /inappropriate haircut, eye lashes, tattoos, piercings, false nails) will mean the student is sent directly to the Behaviour Room in PC/ELO time. The relevant Year Level Coordinator and/or Assistant Principal will contact the parent/guardian to establish a timeframe in which this Uniform Code violation is to be corrected. Failure to meet College expectations with regards to uniform will result in the student being withdrawn from class. Repeated incidents will result in internal/external suspension.

5. BCE Formal Sanctions

Consequences for Inappropriate Behaviour

Consequences for inappropriate behaviour should be determined by individual need and situation. The guide for managing students' level of behaviour should be used by Staff to determine the appropriate consequence for a student's behaviour. Consequences need to be logical, match the behaviour and have a teaching component.

Matters of Concern

Assisi Values are expected to be reflected in the class work of students. At Assisi, we encourage students to be responsible, to persevere, to be their own person and thus students are expected to work diligently and to the best of their ability.

Students are expected to complete set tasks and homework as well as bring the correct equipment to classes. Staff will constantly monitor student work habits by checking homework, class work and equipment / materials.

A 'Matter of Concern' will be noted in the Student Organiser if a student has not worked to an adequate or reasonable capacity, not completed homework or not attended class with the appropriate equipment. Students who fail to bring their computer charged and ready for work will be given a 'matter of concern'.

The Student Organiser is a valuable communication tool between students, parents and staff, enabling an open relationship between the home and the College. In the event of

a student receiving multiple matters of concern or referrals to the behaviour room, a teacher will contact home and/ or organise a parent – student – teacher conference.

'Time Out' is to be used as a proactive strategy when a student is stressed or simply needs a period of time to refocus for learning. It is a method that allows the student some time to reflect and regain composure. When a student has 'time out', it should take place in eye-sight of the supervising staff member or in an area such as Sostegno (Learning Support Centre). 'Time Out' should be monitored carefully and is a short-term proactive strategy.

Lunchtime withdrawals are coordinated by the classroom teachers and / or Year Level Pastoral Leader and are age/development appropriate. Classroom teachers can use it as a short-term means of completing unfinished work and / or addressing behaviour concerns. It should be no longer than 20 minutes at Big Break and students must be given appropriate access to food, drink facilities and toileting facilities. It should be under the direct supervision of the teacher giving the detention and take place in the classroom. Year Level Pastoral Leader / APs can also give withdrawals to students, using the same guidelines.

Behaviour Support Cards / Check and Connect are used when students have a continuing pattern of infringements on a regular basis. The Behaviour Support Cards enable a student's behaviour within the classroom to be monitored on a regular basis by the classroom teacher. Students are given a rating from 1 – 5 and/or comment according to the behaviour that they are demonstrating. The card is signed by the Year Level Pastoral Leader / AP and parents. Students can be placed on these cards for one to four weeks (age and development appropriate).

Detention process

Withdrawn from Class is used when: learning is being disrupted repeatedly; students use inappropriate language, students consistently wear the uniform inappropriately or when students are physically violent towards other students or abusive to staff and/or students or do not adhere to the College's uniform code. The student is placed under direct supervision of a staff member (in the Behaviour Support Room, parents are contacted and the student is required to complete a Behaviour Support Plan (noted on ENGAGE) and complete any necessary class work. They return to class after a period of time, which is age and developmentally appropriate.

Suspension process

Withdrawn from College Activities (Internal Suspension) – the College Principal or delegate may suspend a student, where behaviour includes the following:

- Persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, not wearing the uniform correctly, insolent or engaging in verbal harassment and students in possession or use of non-sanctioned / age restricted substance;
- Persistent disruption: students who persistently disrupt and prevent the learning and teaching of others; and
- Breach of College Student Behaviour Support Plan: students who seriously breach the College's published rules and regulations.

The student is placed under direct supervision of a staff member (Behaviour Support Room). The student completes a Behaviour Review Plan (placed on record) and any necessary class work. Parents / Caregivers are contacted and may be asked to come in for an interview to discuss the student's goals related to improved behaviour and to establish a process for re-entry. The student may be placed on a Student Support Agreement.

Student Behaviour Agreements are used with students who are continuing a pattern of infringements on a regular basis and are showing no improvement and all other processes have failed. The student, parents, Year Level Pastoral Leader and member of the Leadership Team meet to discuss the best way forward for the student. The student will identify how they will repair their relationship with the College community. The student, parents and member of Leadership Team sign the Agreement and there is a review meeting in six months. The student is asked to attend regular meetings with their Year Level Pastoral Leader and the College Counsellor.

Final Student Behaviour Agreements are used with students when all other methods of behaviour support have failed. The student, parents and Principal / P-12 Head meet to discuss the continuing enrolment for the student. The student will identify how they will repair their relationship with the College Community. The student, parents and Principal / P-12 Head sign the agreement and there is a review meeting in six months. The student is asked to attend regular meetings with their Pastoral Leader and the College Counsellor. If a student breaks the Agreement during the six months, the Principal will outline the available options.

External Suspension is at the Principal's discretion and includes the following (but is not exclusive to) possession of alcohol, suspected illegal substance or non-sanctioned / age restricted substance, violence or threat of serious physical contact, concerning or serious sexual behaviour, possession of weapon or knife, non-compliance of uniform code, verbal abuse, ongoing non-compliance of College rules, etc. For a period of longer than three days, Principals must notify the Area Supervisor.

During this time, the College is not obliged to provide a student with schoolwork. Parents / Caregivers have responsibility for their child while they are under external suspension.

The Principal or Principal's delegate will document the background and reasons for suspension, with the period of suspension clearly identified. A written record of the conversation between Principal and the parents / caregivers should be attached to the report. A letter will be forwarded to the parents / caregivers notifying them of the suspension and the date / time of the re-entry interview. A copy of all documentation should be placed in the student's file. A copy of the correspondence between the College and student's parents / carers will be forwarded to the Guidance Counsellor, BCE Senior Leader as necessary, and details entered into the College database.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and 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).

Assisi Catholic College is committed to providing a safe, secure and supportive learning and social environment where every person in our community, be it staff, student or parent/caregiver, has the right to feel safe and free from any form of intimidation be it physical, verbal, emotional or sexual. All persons in our community have the right to be free from humiliation, harassment and abuse. We will take every opportunity to reinforce the Franciscan values, which promote and protect the rights and dignity of each individual. Each member of the community will recognise that any behaviour, which intimidates another person is unacceptable and that every member has the responsibility to protect his/her own as well as other's rights to ensure that there exist right relationships amongst members of the community.

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.

Understanding Bullying and Harassment

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and involves an imbalance of power. It involves intimidation, coercion and deliberate control and can take a number of forms:

- Physical, emotional and/or sexual abuse
- Racists or Sexual Taunts
- Spreading rumours and lies
- Death stares, threats, teasing, joking and making fun of a student
- Cyber-bullying (text messages, email, chat rooms, blogs)
- Property tampering
- Deliberately and continually excluding a student from groups and activities
- Note writing
- Inappropriate gestures and touching
- Stalking

A **bystander** is a person who witnesses a bullying incident as an onlooker. If a student is a bystander who encourages bullying behaviours, or witnesses bullying and does not report the incident, their behaviour is considered to be bullying.

Teaching about Bullying and Harassment

Each year, we embrace the "Saying No to Bullying" Day. All students engage in activities that teach them about standing up to bullies and not being bystanders. College Assemblies focus on getting the message of zero tolerance of bullying at Assisi. Every student, staff and parents attending stand and recite the following pledge:

We believe that everybody at Assisi Catholic College has the right to feel safe, valued and accepted. We will treat others with respect and kindness. We will reach out to those who are bullied. We will not be a bystander but will speak up when we see someone being bullied.

We promise to take a stand against all types of bullying. At Assisi, we say "Bullying, No Way."

By definition, bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996).

“A person is bullied or victimized when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons.” (Olweus 1994).

Responding to Bullying and Harassment

A student who feels that they are being bullied, is encouraged to approach in the first place:

- Classroom Teacher / Year Level Pastoral Leader
- Supervising Teacher
- Counsellor

When an incident is reported, the person approached will investigate the complaint to the best of their ability, determining whether it is a low level or high level case. Assisi Catholic College adopt a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the College’s anti-bullying position. At this stage, there might not be any consequences and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher/PC Coordinator so that the incident can be tracked according to the Behaviour Support Plan.

In a high-level case, the Classroom Teacher will report immediately to Year Level Pastoral Leader / AP who will proceed with the following steps and maintain written records.

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

- Step 1: Interview all parties concerned. Determine the underlying problem and talk to students about the consequences of their behaviour and take action as determined by the flow chart. (Level 2)
- Step 2: Further or more serious bullying will be referred to the AP for a formal interview between the student, parents / caregivers, Year Level Pastoral Leader, AP, Counsellor.
- Step 3: Further bullying will be referred to the P-12 Head / Principal for Tier 3 processes to be enacted.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Preventing Bullying and Harassment

- Student assemblies: Student expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
- 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. A student wellbeing committee is set up and working with evidence-based practices.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
- 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. This is part of the induction process for new staff, especially for those teaching within the school 1:1 laptop program.

- Communication with parents: Our school will provide information to parents through newsletters, at assemblies and in personal conversations 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. Opportunities are also presented to engage parents with outside specialist presenters and service providers to increase parents understanding and knowledge and increase students' safety online.
- Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection are being implemented in 2025.

Through the Personal and Social Development Program, students will be equipped with the skills necessary to be assertive and resilient when faced with students who can be intimidating. They will also be assisted in developing positive peer relationships.

It is desirable that restorative justice processes be used to ensure that both the victim and the perpetrator have the opportunity to resolve their differences in a non-threatening manner.

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file - ENGAGE.

Key contacts for students and parents to report bullying

- Head of Campus MY/SY – Brad Barker – bbarker@assisi.qld.edu.au
- Head of Campus – EY/JY – Lee Meiklejohn – Imeiklejohn@assisi.qld.edu.au
- Principal – John Frare – admin@assisi.qld.edu.au

Cyberbullying

Cyberbullying is treated at Assisi 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 e-Safety Commissioner](#) or the Queensland Police Service.

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In a high-level case, the Classroom Teacher will report immediately to Year Level Pastoral Leader / AP who will proceed with the following steps and maintain written records.

Resources

Assisi Catholic College uses the Australian Curriculum as a framework for anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues are 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. The Zones of Regulation resources are used by teachers and promoted within school communications (newsletter, social media, email, displays around the school). Brett Lee is used across the school and is covered each year to promote Cyber Safety. Assisi Catholic College

utilises a variety of other programs if an area of support is identified–Friendly Schools, We Thinkers and School TV.

The [Australian Curriculum](#)  provides the framework for your 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

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

Our behaviour support officer disseminates compiled behaviour data, termly, to precinct Assistant Principals. Staff, Behaviour Support office and relevant leadership team members use Engage consistently to record behaviour incidents and patterns. Precinct Assistant Principals make use of Engage Alert Trackers to monitor students and act according to our Behaviour Support process when actioning particular responses to behaviour severity and or frequency. Periodic student support meetings occur across the College, involving relevant leadership team members, support teachers and guidance counsellors, whereby relevant parties devise appropriate support and response plans for students exhibiting needs.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A – Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an “idiot”, swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying “No”, “Not going to do it”, “I don’t want to do that”
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a 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

	Descriptor	Definition	Example
			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
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	Using someone else's ideas or writing without acknowledging the source material. Signing another

	Descriptor	Definition	Example
		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.	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	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out 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
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

FREQUENTLY ASKED QUESTIONS

Technology - bring your own device

- Students who misuse their devices during class time will be issued a 'matter of concern'. If necessary, teachers may confiscate the device and the student would need to ensure that all uncompleted work was finished in their own time.
- If a teacher suspects that a device contains offensive and / or inappropriate material, Brisbane Catholic Education Office and the Child Protection Unit of the Queensland Police Service may be contacted.
- Personal digital devices may be sent to the I.T. Support Team to be checked for digital contraband and steps will be taken to erase the offending material.
- Administration rights may be removed and the matter referred to the College Leadership Team.

iPads (For Early and Junior Years)

- Students in Early and Junior Years should not be on their iPads or mobile phones Before/After school or during break times.
- If students are seen with or on these devices, they will be confiscated by the teacher and handed in to the AP Early Years /Junior Years.
- Devices will be collected by the student at the end of the day and receive an 'IPAD Concern' slip which is to be signed by parents and returned to the office.

Lateness to Class Without Reason (Up to 10 Minutes)

- Is treated as a disruption to learning and teaching and the first set of questions is asked. Teachers are asked to make a note of the time and date.
- When a student is significantly late to class with no apparent reason and no staff member has knowledge of their whereabouts, the student should be directly referred to the Behaviour Support Room for truancy.
- Negotiation will be completed with the classroom teacher.

Truant from Class

- The staff member who discerns that a student has truanted from school or class should initially investigate. This would include the checking of roll, see if there was a note, check with other students, etc.
- If there is no reasonable explanation the teacher should inform the Year Level Pastoral Leader as soon as possible.
- When the Year Level Pastoral Leader is satisfied that the student has truanted, the student is immediately referred to the Behaviour Support Room.

- The student remains in room until they have completed a plan and has negotiated with the Year Level Pastoral Leader.

Student Does Not Attend the Behaviour Support Room After Referral

- When referring a student to the BSR, classroom teachers are required to ring the BSR to notify the BSR School Officer of the student referral.
- If the student has not arrived in 5-10mins (travel time) the BSR School Officer contacts the relevant Year Level Leader or relevant Precinct Assistant Principal.
- After a discernment process, they will determine the best course of action.

Late to the Behaviour Support Room

- If a student is required to attend the Behaviour Support Room, as a result of a late referral from the previous lesson (last ten minutes of a lesson), the School Officer will contact the classroom teacher to check if the student has gone to class.
- If the student is not in class and is late to the Behaviour Support Room, the BSR School Officer will contact the relevant Year Level Pastoral Leader or relevant precinct Assistant Principal.

Sport

- Sport is to be treated as any other lesson. If a student disrupts at Sport, they should be asked the first set of questions and encouraged to cooperate with the teacher and fellow students.
- If a student disrupts twice at Sport, they will be referred to the Behaviour Room – If offsite, then the student will be referred to the Behaviour Support Room the next big break and will complete the process during the next week of Sport (miss that week).
- If a student truants from sport, the usual truancy process will be followed. Negotiation will be completed with the referring sports teacher.

School Grounds

The Behaviour Support Process can be used just as effectively in the school ground as in the classroom.

- Any behaviour that disrupts the enjoyment and safety of students and staff must be addressed. Please use teacher your teacher behaviour support toolkit / strategies before asking the behaviour questions.

- Because on duty, generally, we will not be carrying a laptop or referral slip. Teachers will direct student to the BSR and will later confirm with the BSR that the student did arrive and to provide the relevant information.
- Once at the BSR the student will work on the plan and negotiation will be undertaken in their next break with the relevant EY/JY assistant Principal or Year Level Pastoral Leader.

Mobile Phone / Earphones

- The rules for using mobile phones and earphones are that they are not visible and not to be used in the school between the hours of 8:55am and 3:30pm. I
- If students are seen using these devices inappropriately, they are to be confiscated and handed to the Behaviour Support Room; after being placed in an envelope with the student's name, date, PC group and year level.
- On the fourth confiscation, under the direction of the Year Level Pastoral Leader, students will be required to hand their phones into the Behaviour Support Room at 8:55am and collect them at 3:30pm for the duration of one term.
- If a student still persists and use their phones inappropriately, they will be withdrawn from lessons.

Procedural Issues

- Students not bringing equipment, not completing their homework, incomplete assessment, out of uniform, poor work effort needs to be dealt with using the matters of concern process in the planner/infringement slip.
- Teachers will need to contact home and keep the parents informed of issues effecting learning.

Referral During Examinations

- Students that choose to attend the BSR during an exam will complete their exam in the BSR room and then complete a return to class plan the next lesson in the BSR. Negotiation will be done with the classroom teacher.

Passive Disengagement

- If a student chooses to passively disengage from their lesson, the teacher will attempt to use their behaviour support strategies to encourage active participation / reengage the student.
- If the student does not respond and does not disrupt the learning of others, the student remains in class and the teacher is to contact home and inform the

parents of the student's passive disengagement: at the next available opportunity.

- Additionally, the teacher needs to refer this issue on to the Pastoral Middle Leaders, relevant EY/ JY Assistant Principal and Counsellor.

Roll Marking

- Teachers are required to mark their rolls at the beginning of every lesson. If a student has been sent to the BSR room in the last 10minutes of a lesson, the student will be required to report immediately to the BSR room on the next allocated subject lesson to complete a plan and organise negotiation.
- The BSR School Officer will contact the classroom teacher to inform them of student attendance in the BSR.

Approver:	AP R. Fowler	Issue date:	13/03/2025	Next review date:	13/03/2026
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