SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

St Patrick's College aspires to be a community based on Gospel values of love, forgiveness, compassion, respect, sensitivity and justice, expressed through the Catholic tradition.

We strive to:

- foster a deepening personal commitment to God

- witness to Gospel values and the Christian way of life in our dealings with each other and the wider community

-promote spiritual, intellectual, emotional, social and physical development

-recognise and foster the talents and potential of each member of our College community.

Our School Context St Patrick's College has provided Catholic education for the Gympie District for over
120 years. St Patrick's College is a Parish based College catering for Years 7 to 12 in a coeducational setting. In 2026, over 550 students are enrolled at the College. The College has a strong Catholic tradition based on the Christian Brothers College for Boys (established in 1904) and the Sisters of Mercy High School for Girls (established in 1916).

The College's Pastoral Care framework is based on a house structure. Each student is assigned to a House Group. The House Coordinator has daily contact with the group and strives to foster the well-being and harmony of all members. A vertical Home room structure has been established to allow older students to mentor to younger ones.

St Patrick's has a strong history of providing excellent outcomes for its graduates.

Consultation and Review Process

The Behaviour Support Policy of St Patrick's College is seen as a working partnership between students, staff, parents and the wider community. The policy has emerged from a series of guided staff reflections and a working group. It has been driven from the Strategic Renewal process and the data that emerged from this, including staff parent and student surveys. In 2023, the community developed the "St Pat's Parent's Way" document and the "St Pat's Students Way" document. A detailed review was conducted in Term 2 2025.

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.

The aim of the policy is to foster a Christian spirit which is demonstrated by the development of positive relationships. These relationships show mutual respect, recognise the rights and responsibilities of students, staff, parents and the community and promote behaviour which is both socially acceptable and which develops personal responsibility for all concerned. The human dignity of each individual is upheld by encouraging acceptance of individuality, tolerance of differences and forgiveness of one another in keeping with our Catholic philosophy.

We recognise that all members of our community: students, parents, teachers, staff and leadership, have certain rights and responsibilities.

These rights are:

- a holistic education
- a safe and encouraging environment
- respect

As members of the St Patrick's College Community we "Let our light shine" by demonstrating – RESPECT S.P.C (Respect for Self, Place, Community)

St Pat's Way - Parents

St Patrick's College is a Catholic College, our core values are:

- Faith - living by gospel values
- Respect
- Justice
- Integrity
- Diversity – promoting inclusion and celebrating difference
- Responsibility – responsibility for self and the best interest of the community

As an enrolling parent at St Patrick's College, you are entering into partnership to work together to educate students to become the best version of themselves and positive contributors to local and global communities. Parents are the first educators of students; as such the values and expectations of the parents need to be aligned with the values of the College.

We Believe as a Community	We Commit as a College	You Commit as a Parent
Students learn best when there is mutual trust and respect.	-To communicate concerns in a timely and respectful manner to parents/carers. -To follow the BCE Staff Code of Conduct and act in accordance with AITSL professional standards for teachers. -To speak and behave respectfully at all times, both in face to face, phone contact and in digital communication (email and social media).	-To support the school in its efforts to maintain a positive teaching and learning environment while following the school's behaviour guidelines. -To speak and behave respectfully at all times, both in face to face, phone contact and in digital communication (email and social media). -To disclose fully and accurately any information required by the school in its enrolment process and commit to further update this information as required.
Student and family confidentiality are important.	-To being confidential with sensitive issues raised regarding members of our College community.	-To maintain the confidentiality of communication around students and respect that the College is bound by confidentiality; the College cannot always disclose details such as consequences to families. -To report issues of Safeguarding (details available via Parent Portal) to the appropriate channels i.e. SPC Student Protection Officers.

Created June 2023

Student learning happens in partnership.	-To clearly communicate with you regarding your child's education and development. -To treat parents as partners in your child's education.	-To support your child to attend school every day and actively participate in their classroom learning. -To be an active stakeholder in your child's education, including; responding to College communication, assisting them to be ready for learning each day with the correct items (including their fully charged laptop) and in the correct uniform. -To communicate with the College any developments that may impact your child's learning.
Student learning is strengthened when students feel safe.	-To follow BCE, State and Federal Government mandates in safeguarding children. -To uphold and comply with applicable laws, policies and procedures at a diocesan, state and federal level (including Safeguarding and Workplace Health and Safety).	-To be compassionate when interacting with others. -To raise concerns at the level that is appropriate, for example starting with the classroom teacher or homeroom teacher. -To expect your child to follow the student behaviour expectations (outlined in the SPC Way - Students) and supporting the College in following procedures when they do not meet this expectation. – To model safe behaviour; violent language and aggressive behaviours will not be tolerated.
Technology plays an integral role in a contemporary education.	-To monitor and balance student use of laptops for appropriate educational purposes. -To uphold the College mobile phone policy. -To provide opportunities for education about safe technology use.	- To monitor and balance student technology use outside of school hours. As first educators and the person who has care of them outside school hours, it is the parent's responsibility to ensure technology use is safe and legal. -To communicate with students during school hours via the College office, not directly to student mobiles. -To support the maintenance and correct use of student laptop devices.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

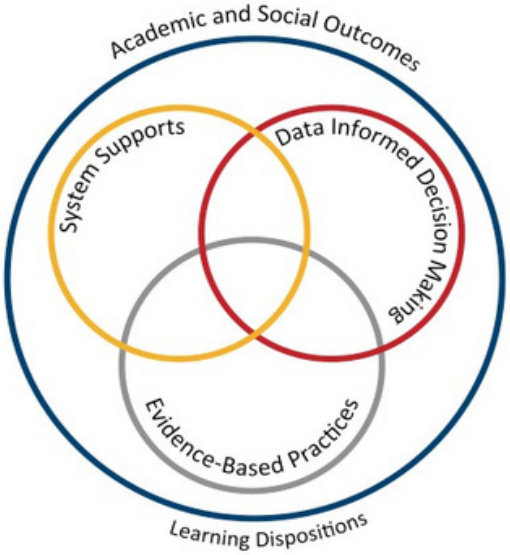


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises

that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

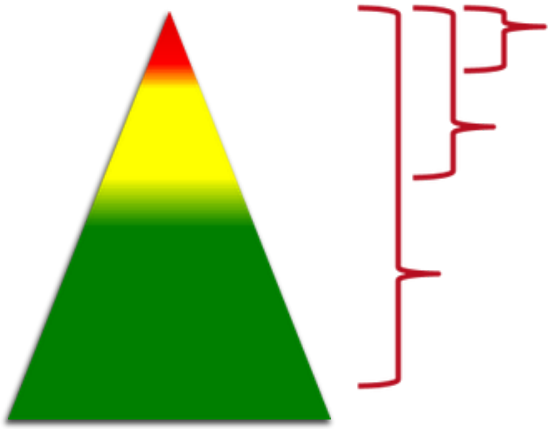


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

St Patrick's College has a House based pastoral system. There are 4 House Leaders and each leader oversees the pastoral and behavioural requirements of their House. The team leader is the Deputy Principal -Pastoral. The team meets twice weekly. The meetings are informed by data drawn from the ENGAGE system. The Guidance Counsellor supports this process, as does the Middle Leader Inclusive Education. Staff have had consistent professional development in ENGAGE and PB4L. Staff will continue to undertake professional development in PB4L on a regular basis.

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.

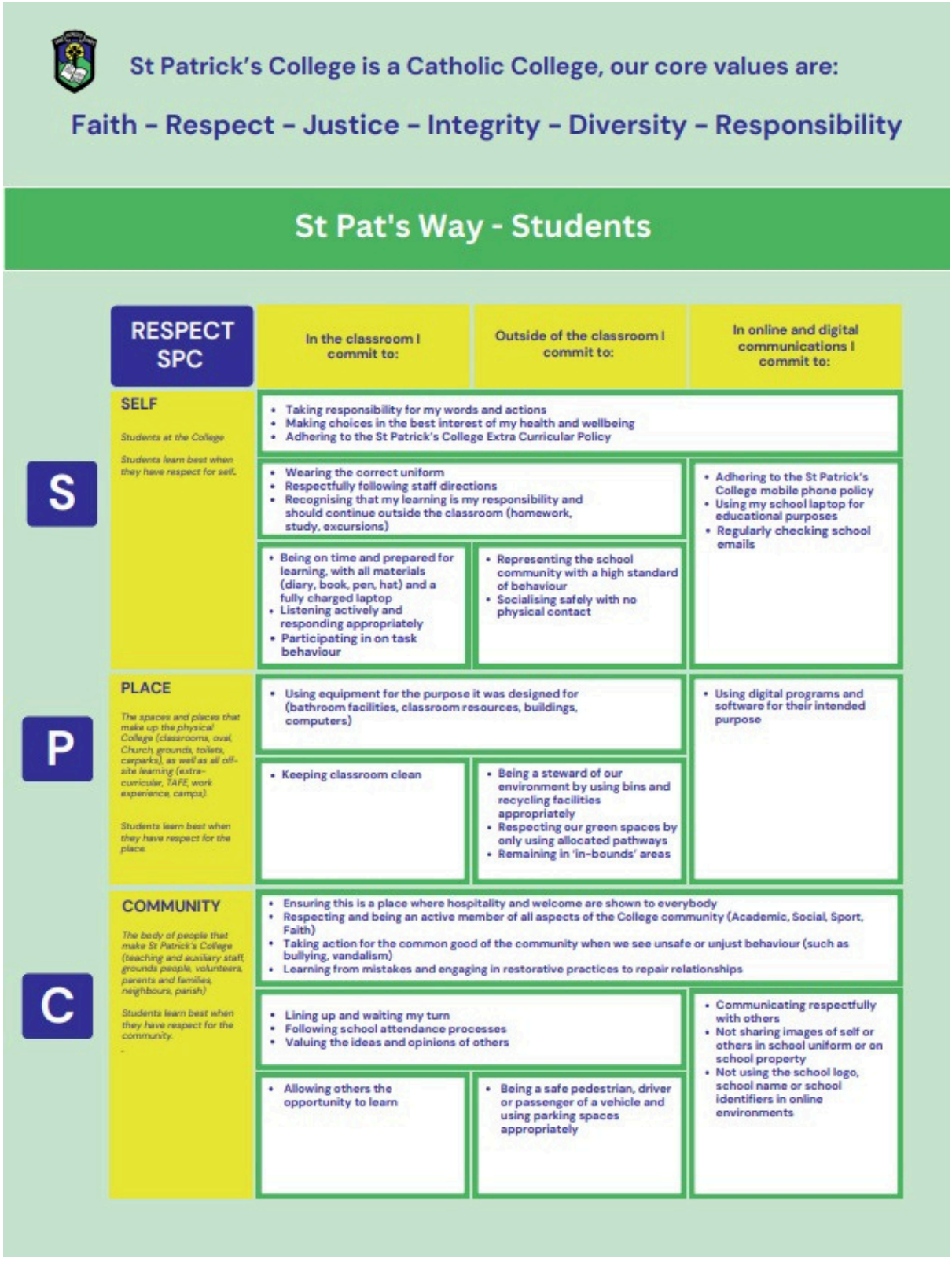
Our expectations are: St Pat's Way - Students

SPC St Pat's Way guidelines determine the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline. 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. 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 enable us to provide students and parents with a positive message about behaviours for learning at school.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social

awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum www.acara.edu.au



2. Focus: TeachingExpectedbehaviour

Effective instructionrequiresmorethanprovidingthe rule – it requires instruction, practice, feedback,re-teaching,andencouragement (Sprague & Golly, 2005). Instruction takesplaceeachday,throughouttheday, all year long.

In addition, directteachingmaybedoneusingsome or a combination of the following:

- Beginning of school year orientation day
- Pastoral caretimeeachdayandLifeskillslessons throughout the year
- Time built into the first weeks of school sand boosters later in the year
- Assembliesfollowedbygroupppractice
- New studentorientation
- Studentambassadorsmayserveasorientation models for newly enrolled students/Peer support programs

3.Feedback:EncouragingProductiveBehaviours 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.

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 Check and Connect Program
- Lunch Time Reflection Room

•Intervention programs as needed

•Buddy/Peer Programs

•Lunch time activity programs

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:

- Functional Behavioural Assessment (FBA)
- Student support team case management
- Partnerships with outside agencies
- medical professionals and community services
- Individual Support plans
- GC support services
- Tier 2/3 Middle Leader
- Complex Case Management

4. Feed forward: 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.

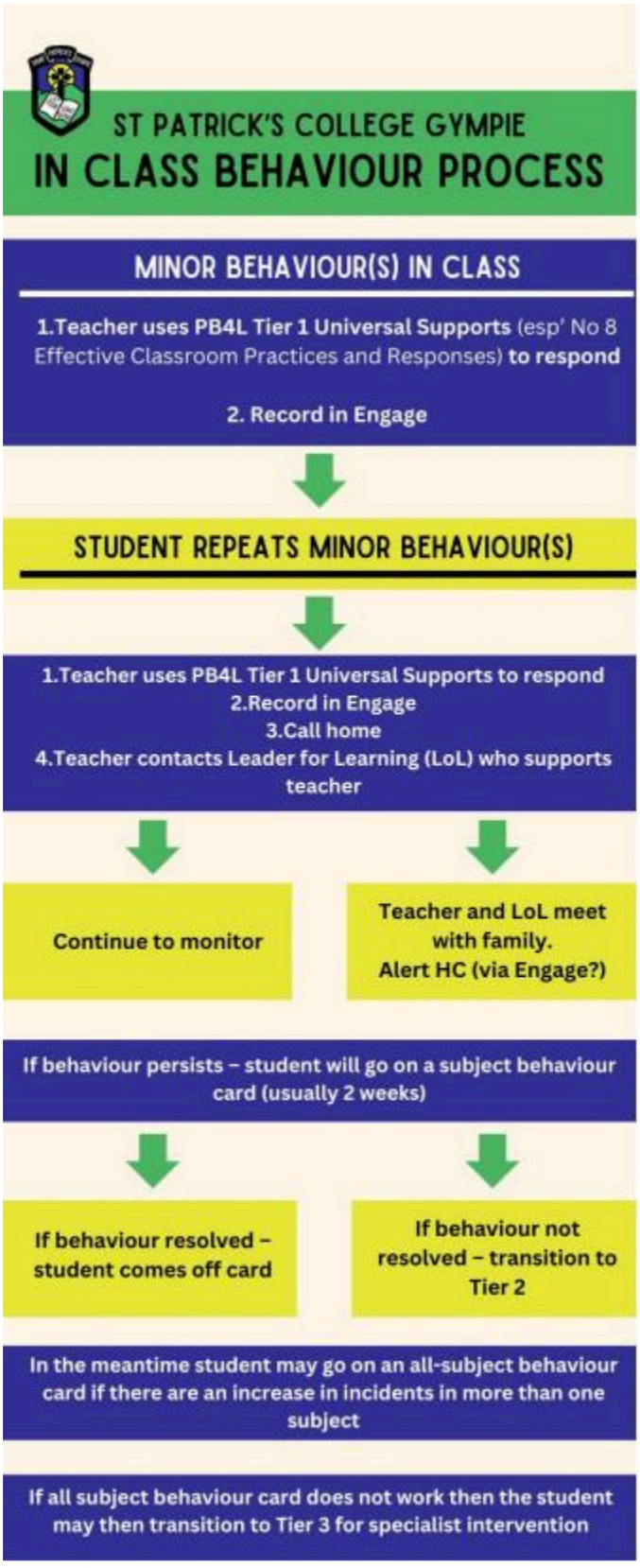
Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues.
Teachers respond to minor behaviours using best practices that include reminders of

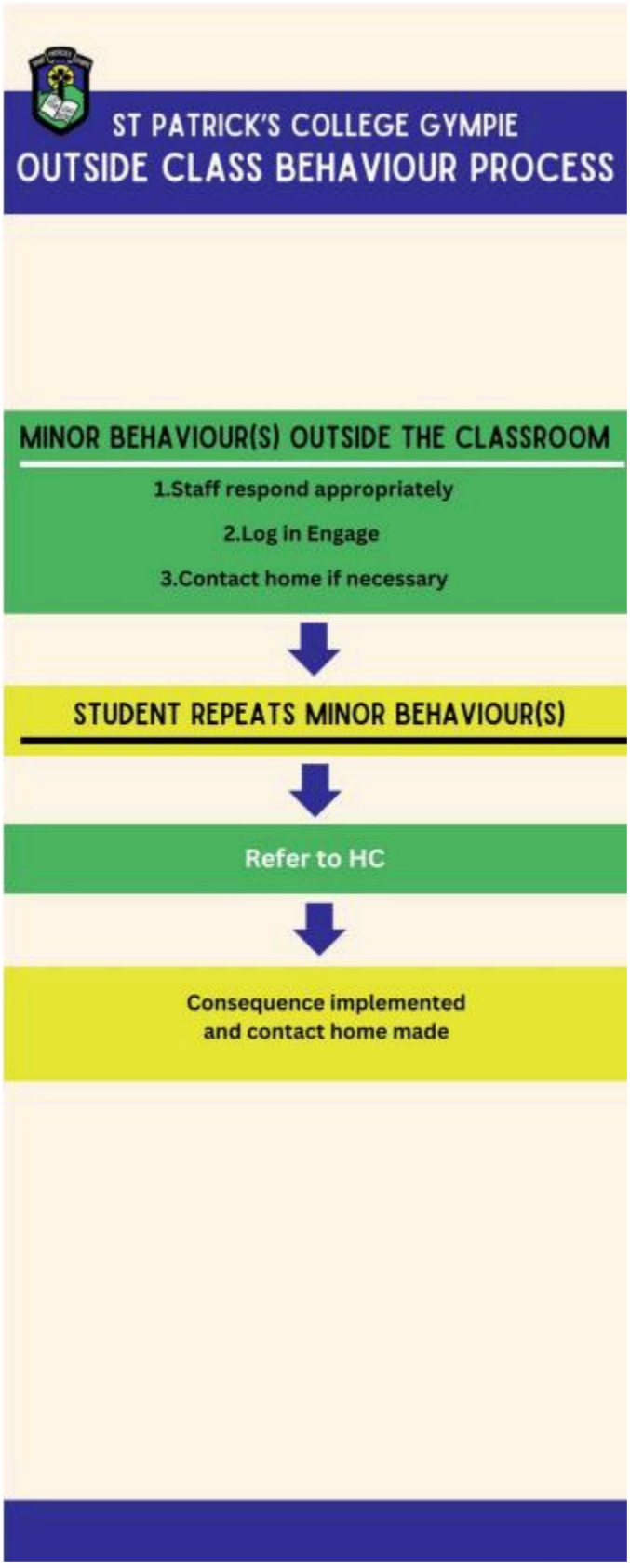
expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

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**
Exit strategy Choices Offered Pastoral access	Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

The Following outlines our process for de-escalation and incident management in the classroom:





ST PATRICK'S COLLEGE GYMPIE
MAJOR INCIDENTS
MAJOR INCIDENT(S) INSIDE OR OUTSIDE THE CLASSROOM
CALL THE OFFICE CLT/HC/LOL RESPOND
LOG IN ENGAGE
CONSEQUENCE IMPLEMENTED
CLT/HC/LOL CONTACT HOME
IF SUSPENSION BEHAVIOUR CARD MAY BE IMPLEMENTED

If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment. Our staff has been trained in Non-violent Crisis Intervention and these protocols inform our system.

5. BCE Formal Sanctions

- **Detention process** St Patrick's College supports a pastoral approach to students choosing correct minor behaviours. The College employs processes that involve a dialectical, restorative approach. Parents are notified by email and teaching staff are rostered to supervise students.
- **Suspension process** A suspension may occur if: A student's behaviour is inappropriate, unsafe, disruptive re-occurring or illegal. The Principal will inform the student and families of the grounds on which the decision to suspend has been made. The conditions relating to the suspension should be discussed with the family, and their responses taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

Information is recorded in ENGAGE

~~Notification to families for a day or more suspension~~

The family will be notified if a student needs to be collected due to suspension and an agreement reached about arrangements for collecting the student from school. This notification can take place by email to alert the family to the suspension.

Parents will receive written suspension notification that:

- indicates the reasons for the suspension
- advises the length of the suspension, the start date and time, the expected return date
- outlines the responsibility of the family for the care and safety of the student who is under suspension, and the expectation that the student will continue with their own studies while suspended and away from the school
- indicates the importance of the family working cooperatively with the school in resolving the matter
- requests a discussion with the student and their family
- includes details of the right to appeal of the student and family as outlined below.

While a student is suspended from school (out-of-school suspension), families have responsibility for their child. Families need to know that their child may not attend school or school-related functions. Families have a responsibility to provide appropriate supervision. In a situation where families refuse to accept Page 14 responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal is to inform the Senior Leader - Learning and Identity

Return to school after suspension As part of the return to school process, the Principal or authorised delegate will organise a conversation with the student and the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school. The aims of this conversation are to: • ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction. • encourage a mutually supportive position between the school, the student, and the student's family for the response that the school is taking. • outline the return to school plan, goals, and follow-up evaluation for the student's return to school. The return to school meeting will be before the student's return to school, and will usually take place in the school, facilitated by a leadership team member.

Exclusion Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions, on the authority of the Learning Services Executive. The purpose of exclusion is to: • signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees • remove the student from an established environment in which unproductive behaviour patterns have become entrenched • provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs. Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools. For appeals, the school aligns to BCE processes.

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

Ourwhole-school approach to preventing and responding to student bullying and harassment Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment. 1. Understanding Bullying and Harassment Staff undertake PD in supporting students and reports of concerning behaviour. All incidents and reports are required to be recorded in Engage. House Leaders are the point of reference for staff. 2. Teaching about Bullying and Harassment In Lifeskills lessons are drawn from the personal and social capabilities in ACARA. Healthy relationships, resilience and a growth mindset are the focus of these lessons. Students in need of more targeted skill building are identified and further intensive time is given to support them in small group skill building. The College GC is part of the Lifeskills team and is available to provide specialist input for these sessions. The BCE Religious Education Curriculum is used to inform teacher curriculum planning, with a focus on healthy relationships and positive behaviours in relation to bullying and harassing behaviours. In RE, Students explore the Church's position on emerging moral questions, including bullying and harassment. They investigate the principles of Catholic Social Teachings at each year level and examine how these principles, particularly the principle of Human Dignity relate to these issues. Teachers emphasise the need to treat others with dignity, upholding the moral teachings of the Catholic faith. Essential to the dignity of all is the creation and maintenance of a safe and supportive learning environment that promotes student wellbeing.

The College also engages in educating Students about expected behaviours as outlines in our St Pat's Student's Way. These behaviours are explicitly taught.

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

Definition

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

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

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

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

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

Staff undertake PD in supporting students and reports of concerning behaviour. All incidents and reports are required to be recorded in Engage. House Leaders are the point of reference for staff.

2. Teaching about Bullying and Harassment

Lifeskills lessons are drawn from the personal and social capabilities in ACARA. Healthy relationships, resilience and a growth mindset are the focus of these lessons. Students in need of more targeted skill building are identified and further intensive time is given to support them in small group skill building. The College GC is part of the Lifeskills team and is available to provide specialist input for these sessions. The BCE Religious Education Curriculum is used to inform teacher curriculum planning, with a focus on healthy relationships and positive behaviours in

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3. Responding to Bullying and Harassment

At the College, staff use the Engage system to report and respond to bullying issues. Bullying is defined by the Engage system as follows.

Harrassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene, gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters

The Pastoral Leaders are pro-active in investigating issues that arise.

Students/parents can notify of bullying by:

1**. Student** – seeing House Leader or Homeroom teacher, or emailing House Leader or Homeroom teacher.

2. **Parent** – emailing, phoning or attending the College. The House Leader will lead the response to these notifications.

Parents and students are alerted to the House Leader as the first point of contact, but they may also engage the GC or Homeroom teacher.

Each reported incident is investigated and a range of appropriate responses employed. The College has a responsibility to maintain the privacy of all students involved in College processes. The school is required to comply with the Privacy Act 1988. All staff must take all report of bullying and harassment seriously and respond with school team process: The following is the guideline followed by staff when a report of bullying is made (the HL or someone from the Pastoral or ML team will generally have this conversation)

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.

4. **Preventing Bullying and Harassment**

Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. St Pat's Student's Way is discussed with students, presented to families at enrolment times and followed up with students at the start of the year, at assemblies, and in Lifeskills lessons. The SRC (Year 12 elected leaders) have the responsibility to promote the wellbeing of students within the College, both at assemblies and when on the playground.

Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encouraged and teach positive social and emotional wellbeing and discourage, prevent, identify, and

respond effectively to student bullying behaviour. Each year, select staff take the opportunity to engage in appropriate PD that is on offer, such as Youth Mental Health First Aid Program.

School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. The College makes it clear to staff through Bulletin communication and staff meetings and Twilight sessions, that the House Leader is the person to go to if there are concerns about bullying. The ENGAGE system is the place to record these issues and staff are frequently reminded. The Minor/Major behaviours chart is provided to staff as a point of reference to determine the nature of reported behaviours. The College also has a firm policy on the use of mobile phones at school, and the expectations about this are regularly communicated to staff and students.

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour. Casual staff have an induction meeting where these expectations are explained.

Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviours. Parents are informed via newsletter about whole school initiatives. Parents are contacted individually if there are specific concerns about their child.

Explicit promotion of social and emotional competencies among students: This is done via the student diary and scross the curriculum.

Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based antibullying programs), RUOK day programs, targeted Lifeskills programs.

Key contacts for students and parents to report bullying

Staff member – Lachlan Murray (Chisholm) lachlan.murray@bne.catholic.edu.au

Staff member – Kylie Johnson (Rice) Kylie.A.Johnson@bne.catholic.edu.au

Staff member – Michael Smith (McAuley) michael.smith@bne.catholic.edu.au

Staff member – Stacey Doherty (Horan) stacey.doherty@bne.catholic.edu.au

Staff member – Elizabeth Thompson (Deputy Principal) epalmer@bne.catholic.edu.au

Cyberbullying

Cyberbullying is treated at St Patrick's 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.

The following guidelines are in place for College personnel to investigate

Cyberbullying issues, please note that reporting structures are the same as College Bullying investigation processes: o 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, it may be appropriate to involve the GC in the safety conversation at this point.) o Collect information, document and evaluate, including examples from the student/s, staff and by standers involved. o 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. o 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 and dealt with accordingly. o Record the incident either as Minor- Teasing (or other minor incident) or Major-Bullying/Harassment (or other major incident) and complete the bullying record in the Engage Student Support System in a timely manner. Page 21 o 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. o Plan the response with the student/s and their families to provide support, teaching and strategies. o Follow-up and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Resources

The College provides access for staff and families to the SchoolTV website as a source of resources for families and students. This is promoted through our school newsletter and facebook page.

Key staff have been trained in Youth Mental Health First Aid (YMHFA).

The Australian Curriculum provides the framework for school's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict, and overcoming interpersonal issues 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.

- 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.

Students are referred to levels of support as identified through House Leader review of the data at twice weekly meetings. Student data, particularly BI data information and Requests for Support are actioned at the fortnightly Student Support meeting.

Through these two levels of meeting, students who require further intervention (Tier 2 and 3 supports) are identified. Meetings with relevant stakeholders are called either HL or GC to prepare and streamline the appropriate level and nature of the support. BCE personnel (relevant EO) may then be engaged to review and make recommendations about the support on offer to the student. The information is shared with the leadership team after SST each meeting.

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Relevant Brisbane Catholic Education Policies

- BCE StudentProtectionProcesses
- Procedure:Alcoholandotherdrug-relatedissues
- Procedure:WeaponsinSchools
- Code of Conduct
- Student Attendancepolicy
- Student DiversityandInclusionpolicy
- Student with Disabilitypolicy
- Student BehaviourSupportpolicy
- Student BehaviourSupportprocedure
- 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 serious but inappropriate	Student engages in non-(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 aprimary 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 any form of violence; particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of tormenting, ridiculing, behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	Descriptor	Definition	Example
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	and online hate sites/bash boards. 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 work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	Descriptor	Definition	Example
	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 usingmatches,lighters, firecrackers,gasoline, lighterfluid
	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 intentisoneofa "prank" to disrupt the school day and/or Emergency Services. May include pullingafire 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
		Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Forcing others to be involvedin sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
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