CHISHOLM CATHOLIC COLLEGE

LIVE CHRIST'S CHALLENGE

CORNUBIA

Student Behaviour Support Plan

CONTENTS

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Our faith life and religious education is a strong foundation on which Chisholm Catholic College is built. Our students are challenged to live the gospel of Jesus Christ and are literate in the Catholic and broader Christian tradition so they can participate critically and authentically in faith celebrations and rituals, and in wider society.

They are challenged to question and critically evaluate the culture of which they are a part, casting the light of gospel values over cultural values to ask where they offer love, forgiveness and welcoming the outcast.

Our Vision

Chisholm Catholic College is a Catholic learning faith community where we:
- Promote peace,
- Provoke learning, and
- Pursue possibility.

Our Mission

Our Mission is to Live Christ's Challenge. We believe that each person in the community has the ability to positively influence the lives of others.

Our School Context

Chisholm Catholic College embodies those deeper values at the heart of a Catholic Education – the highest standard of academic excellence, strong parent partnerships and the blessing of knowledge leading students to envisage the future with hope and promise. Chisholm Catholic College provides a Christ-centred education, setting high expectations for its students. In a context of visible learning, these expectations embrace self-discipline and self- motivation as the pillars for student success. The College works in close partnership with parents and strives to provide students with what they need in order to flourish at school and be successful in their global future.

The College Charism

FAITH personal relationship with Christ, whom we meet in each other.
AMBITION reaching our full potential "be ambitious for the higher gifts."
COMMITMENT striving to reach goals, achieve success and experience wholeness.
INTEGRITY undivided and wholly committed to promoting the good of all.
LOVE making God present in the world through justice and compassion.
MERCY to be life-giving, inclusive and embracing of all. "As God is, so we are to be."

Consultation and Review Process

This Chisholm Catholic College Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our College community.

The Student Behaviour Support Plan has been developed to clearly outline the way in which Chisholm Catholic College follows the published Brisbane Catholic Education Student Behaviour Support Policy (2021) and Student Behaviour Support Procedure (2021).

The Chisholm Catholic College Student Behaviour Support Plan has been developed in collaboration and consultation with staff and parent representatives of our school community.

Our College is committed to the development of the whole person, we demonstrate this when we:
- Provide caring and safe environments
- Recognise the individuality and dignity of each student and member of the school community
- Foster life-giving relationships within the school community.

The Chisholm Catholic College Student Behaviour Support Plan will be reviewed every two (2) years, as required by Brisbane Catholic Education. An annual check will also be undertaken.

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.

Beliefs about Behaviour and Learning

At Chisholm Catholic College, we believe that learning behaviour is promoted through teaching and as such student behaviour support is considered an integral part of all learning and teaching experiences. Securing effective learning behaviour is supported by whole College and classroom learning and teaching practice involving:

- A focus on the whole student – spiritual, personal, social and intellectual;
- A focus on quality learning and teaching;
- A pastoral approach to learning and teaching;
- Positive behaviour and relationships promoted through classroom curriculum and College activities;
- Internal school-based intervention programs involving support and specialist staff;
- External support interventions, family education, specialised services and alternate pathways of care;
- Positive behaviour and learning through inclusiveness by catering for different potential, needs and resources.

All areas of Chisholm Catholic College are learning and teaching environments. We consider student behaviour support to be an opportunity to focus on the set of social skills and self-understanding all students require for the purpose of learning.

Student behaviour is inextricably linked to the quality of the learning experience facilitated by the teacher and as such, positive, trusting and respectful relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving educational outcomes.

This Student Behaviour Support Plan summarises our processes for assisting students to achieve educational outcomes. The plan provides a framework for promoting positive behaviours and outlines procedures for responding to problem behaviour, inappropriate or unacceptable behaviour and behaviours of concern.

Shared expectations for student behaviour assists Chisholm Catholic College to create and maintain a positive, productive and quality learning and teaching environment, where ALL College community members have clear and consistent expectations and understandings of their role in the educational process.

At Chisholm Catholic College, student behaviour support is considered to be an integral part of all learning and teaching experiences. We believe learning becomes real and relevant when individuals in all their diversity, experience connectedness and feel valued and safe. We believe that all students of Chisholm Catholic College have a right to receive a quality Catholic education.

We understand that there are many influences which can impact on the relational and behavioural responses of students at any time. In light of these influences, our vision is to develop throughout the school community right behaviours and respectful relationships that are infused with Gospel values.

Chisholm Catholic College is committed to positive, proactive practices in the support of student behaviour. This is based on the belief that young people at our College are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. The goal of formation for right behaviour and respectful relationships at our College is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

Our Student Behaviour Support Plan offers guidelines to support this journey, to enhance our positive College ethos and promote effective learning by outlining:
- clearly stated expectations of what constitutes acceptable behaviour;
- effective behaviour support strategies;
- processes which recognise, teach, reward and celebrate positive behaviour;
- processes, rules and sanctions to deal with unacceptable behaviour.

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

Quality Relationships and Partnerships
In the College's daily and routine life, the ways in which people interact with each other significantly affects each person's sense of self-worth, belonging and wellbeing. The fostering of high-quality interpersonal relationships among teachers, students, parents and support staff is a responsibility shared by everyone.

Staff at Chisholm Catholic College set the tone and priority of student support by their witness and example. Our staff aim to be known as caring, compassionate adults who take an interest in the lives of their students and who set appropriate boundaries within those relationships.

Staff are also mindful that when relating to students, the use of any kind of negative coercion or humiliation is unacceptable.

Formation in Self-discipline and Responsibility
Student support at Chisholm Catholic College is vitally concerned with the fostering of students' self-discipline. It aims to develop persons who are responsible and

inner-directed, and capable of choosing freely in accordance with their conscience. Student support should also help students to recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

The Chisholm Catholic College Student Behaviour Support Plan, which includes the Student Behaviour Matrix and sanctions for problem behaviour is intended to promote the good order of the school community, and as such they are positive concepts. The plan aids in the fostering of self-discipline and responsibility, so that students grow in their capacity to exercise moral judgement, democratic values and a concern for the common good.

<u>Effective Networks of Care Across the Community</u>
Student behaviour support is the responsibility of every member of the school community. A partnership and shared responsibility among staff, students, and family members is an integral feature of pastoral care. There are many resources within Chisholm Catholic College and the wider community for student support in schools, including Parents, Teachers, Support Staff, Pastoral Leaders, Guidance Counsellors, Student Services' Personnel, Campus Minister, Church, Family Support Services, Interagency Health Services and alternative Education settings.

<u>Organisational Structures</u>
The effectiveness of student behaviour support at Chisholm Catholic College is directly related to structural and organisational arrangements. In Years 7-12, the role is broadly amongst Pastoral Care Teachers, Class Teachers, Academic Leaders, Program Leaders and Pastoral Leaders.

Student Behaviour Support Process
Chisholm Catholic College strives to create learning environments which are supportive of all individuals and where all members of the community experience a sense of belonging and feel valued and safe. When responding to inappropriate student behaviours, staff members attempt to manage issues at the lowest level possible while maintaining the dignity of all. The first escalated level of sanction that staff members use when responding to inappropriate behaviour is to use the Student Behaviour Support Process.

Strategies for Supporting Positive Behaviour
To support students in their positive behaviour, established Classroom Expectations and clearly articulated guidelines for various aspects of school life are in place. Furthermore, Positive Education initiatives are vital in supporting student behaviour for learning.

Establishing Classroom Expectations is the responsibility of each Subject and Pastoral Care teacher and should involve discussion with the students. Involving students within a collaborative process with defining these expectations is ideal. Subject and Pastoral Care Teachers need to develop an understanding of age-appropriate strategies that will assist with maintaining consistency, prior to the stage

of BSC referral. Teachers will be provided with regular Professional Development on the Model of Pedagogy, Positive Behaviour for Learning (PB4L) and BSC processes outlined within this document.

Strategies in place for supporting positive behaviour include:
- Behaviour Support Centre (BSC)
- STRETCH
- Acknowledgement of student achievements
- Student Support Team meetings
- Chill-Out Cards
- Check-in, Check-out Program
- Wrap Around Meetings
- Review and Response meetings
- Prevent – Teach – Reinforce (PTR) /Functional Behaviour Assessment (FBA)

What is BSC?
Behaviour Support Centre (BSC) is the first level escalation of support used by Subject Teachers, which gives students the opportunity to reflect on their behaviour and the impact on the learning and teaching in the classroom. In the BSC, students are prompted to reflect on their behaviour and complete a plan for successful learning and engagement (based on restorative processes). The BSC Supervisor is available to prompt and guide students in this learning as well as explore additional student supports if required.

When would a student be referred to the BSC?
Every school has some students whose ability to respond appropriately to school expectations requires low-level intervention. These behaviours may be characterised as persistently disruptive to the learning and teaching program, repeatedly disrespectful of College rules and Student Behaviour Matrix, or a low-level safety breach.

What are the Procedures for a BSC Referral?
For a student to be referred to the BSC, they must have persistently disregarded the classroom rules and agreed ways of working. A student may also be referred if their behaviour is unsafe or grossly inappropriate. When in the BSC, a student works through their plan with the guidance and support of the BSC Supervisor.

BSC Expected Behaviours
Whilst students are in the BSC, they are provided with time to reflect on their behaviour. During this time, students are to be cooperative and quiet to allow the other students in the room to have their own reflective time. Failure to follow the BSC guidelines might lead to the removal of the student from the BSC, with parents asked to collect the student.

STRETCH
A rich STRETCH (Strategies To Reach Every Time a Challenge is Here) program, that is aligned with the College vision for a holistic education, provides an avenue for

engaging students and to develop their understanding of themselves and their relationships.

From Year 7 – Year 10, the STRETCH Program offers learning opportunities which encompass the following age-appropriate topics:

- Promoting a positive self-image, personal development and social relationships;
- Sexuality education, incl. Moral development;
- Anti-bullying, harassment and cyber safety education;
- Drug and alcohol use prevention;
- Mental health and wellbeing, and dealing with grief and loss;
- Vocational awareness;
- Focus behaviours;
- Peer support;
- SET and JET Planning.

Acknowledgement of Student Achievements

At established times and where possible, student achievement within learning, co-curricular endeavours and service representation are acknowledged. The College Merit Slip system recognises positive behaviours within all aspects of College-life. Students can earn Merit Slip Certificates and Badges as a recognition of their achievements. The badges and other awards are presented at the various Assemblies and the College Awards Evening.

Chill-Out Cards

The College Counsellors can offer students a 'Chill-out Pass' for them to use so that they can self-refer to Student Reception, the Pastoral Leaders or the College Counsellors. This process allows students to regulate their emotions and acknowledge when they require time out of class when they experience feeling not conducive to learning.

Student Support Team Meetings

At Chisholm Catholic College, we recognise that some students have challenges in their lives that are likely to influence their efforts at school. We define a Student at Risk as one whose risk factors (drugs, alcohol, abuse, mental health/self-harm/suicidal ideation, relationship breakdown, bullying, neglect, cognitive processing ability) outweigh their protective factors (family, friends, mentor, role model, community, sporting connections and parish).

Pastoral Leaders co-ordinate and lead a Student Support Meeting following a Pastoral or Academic Alert that has been shared by a staff member in Engage. These meetings typically involve the Guidance Counsellor, Pastoral Leader, Middle Leader Learning Enrichment and Assistant Principal – Student Wellbeing or Student Engagement Leader. The purpose of these meetings is to identify and provide immediate support for the student and were necessary their family.

Check-In, Check-Out Program

The Check-In Check-Out program as part of the PB4L framework links behavioural and academic support with the goal of improved academic achievement and engagement for those students who participate. The decision to participate lies with the student. The Check-In Check-Out program provides the student with daily support and monitoring. Check-In Check-Out is both a proactive and preventative targeted small group intervention that builds on school-wide expectations by providing students with frequent feedback and reinforcement from teachers, a Check-In, Check-Out facilitator and the students' parents for demonstrating appropriate behaviour and academic engagement. It is data-driven, drawing on information from a variety of sources including, but not limited to attendance data, academic records and BSC referrals.

There are many benefits to the program. Our primary goal is to increase the positive interaction a student has in a day to encourage cooperative participation and engagement in their learning and improve opportunities for self-management of positive behaviours.
If students choose to participate in the Check-In Check-Out program they will:
- Have a daily check-in with the Check-In Check-Out facilitator,
- Gather feedback from their teachers throughout the day,
- Bring the feedback sheet home to be signed by their parents,
- Return the signed form to the facilitator the next day.

Wrap Around Meetings
Wrap Around Meetings are an intervention means to provide support to a student who has either had a 'spike' in unacceptable behaviour, or is not experiencing success with their learning, either through a lack of effort or despite their efforts. A Wrap Around Meeting can be called by a Subject or Pastoral Care Teacher, Curriculum or Pastoral Leader, Student Engagement Leader, a member of the College Leadership Team, or the student's parent/s.

These meetings are attended by any key staff, dependent on the needs of the student. The intention is to identify strategies that encourage improvement. The input of the student is essential to the success of these meetings, as are the established review meetings that would follow. For example, a Wrap Around Meeting may be attended by the Leader of Learning Support and/or a counsellor, as the evidence may infer that there are learning difficulties that have not been identified.

In some cases, due to the frequency and severity of behaviours, the student may be required to undertake strategies that are imposed, such as a 'Student Agreement' or Contract signed by the student, parents and the Principal.

Behaviour Monitoring Card System
Students with persistent behaviour concerns may be allocated a Behaviour Monitoring Card. The Pastoral Leader works with the student, and sometimes their parent, to set three achievable goals to focus their efforts in the classroom. The classroom teacher supports the process by noting progress on the card. The Pastoral Leader checks in with the student at the beginning of the day and at the end of the day.

Review and Response Meetings
The Review and Response Process is used to provide teachers with a collaborative and supported opportunity to review student/or class data, evaluate the impact of teaching and to plan progress moving forward. The main stakeholders (i.e. classroom teachers, Pastoral Leader, Assistant Principal) gather to discuss issues they are dealing with in the classroom, then encouraged to ask questions to clarify, prompt and establish the needs of the class/or student. Suggestions for responses are canvassed and discussed and several specific teacher strategies are decided. The class/or student data is then tracked and discussed in the next Review and Response meeting.

Prevent Teach Reinforce (PTR)/Functional Behaviour Analysis (FBA)
Prevent-Teach-Reinforce (PTR) is an evidence-based method of conducting a Functional Behavioural Assessment/Analysis (FBA) that has been devised specifically for teachers/schools. It is a Tier 3 Intervention or Personalised Support whereby student target behaviours are analysed through a Function-based Assessment, behavioural goals are set and the student is coached by a team of staff members.

This enables our school support team to develop a Behaviour Support Plan for the student identifying how to Prevent, Teach and Reinforce preferred behaviour/s.

Context Considerations
While support for students has always been the focus of Chisholm Catholic College, rapid and complex social changes are resulting in substantial uncertainty, insecurity and stress for families, the community at large and among students in our schools.

Commitment to Justice and Service
Social justice is the process of ensuring that educational outcomes for all students are maximised, taking full account of factors such as religion, cultural background, gender, sexual identity, socioeconomic circumstances, and levels of ability.

Social justice involves identifying and eliminating barriers that hinder students' participation and achievement. Curriculum, interpersonal relationships and school organisational practices at Chisholm Catholic College aim to accommodate the diverse characteristics and experiences of students.
Chisholm Catholic College challenges the notion of inequity by:
- Providing a safe and supportive environment through pastorally caring practices;
- Fostering non-aggressive, non-coercive and non-discriminatory language and behaviour;
- Setting clear and realistic expectations for all students;
- Ensuring that the College's policies and practices respect the dignity, rights and fundamental freedoms of individual students;
- Providing learning opportunities for individual students which are responsive to their unique needs for growth and fulfilment.

Supportive School-Family Relationships – Positive and Pastoral

For the majority of students, the family unit and the school are among the most formative influences in their lives. It is therefore essential that relationships of trust, cooperation and partnership be developed between the school and family members, and that school personnel always respect and are sensitive to, diverse cultural values and family structures.

Parents are recognised as having the primary role in the education of their children. The home and the school have distinct and overlapping roles in relation to the education of children.

While student support initiatives must respect the privacy of students' lives, many students and their families actively seek the school's support in times of crisis and instability. Within the limits of its resources, and guided by available expertise, Chisholm Catholic College endeavours to provide this intensified support.

The relationship between in-school behaviour, social support and members of the school community is clearly substantial. This supportive school environment, in turn, is linked to learning and teaching practices and outcomes.

At Chisholm Catholic College we endeavour to ensure that:
- School practices reflect Gospel values and in particular all members of the school community are valued and treated with dignity and respect;
- All members of the school community feel safe;
- Spiritual, emotional, social, physical and academic learning outcomes are maximised for all through quality practices in the areas of religious experiences, pastoral care, curriculum, interpersonal relationships and the ethos of the school;
- Pastorally caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community;
- Fair consequences are applied for infringement against the College's expectations ranging from least intrusive sanctions (re-teaching appropriate behaviour, restorative practices, behaviour support practices, community service, formal sanctions including suspension) to the most stringent step of exclusion. Exclusion procedures are considered only when all other approaches have been exhausted or rejected.

At Chisholm Catholic College, consequences for infringements against the College expectations including disciplinary measures and formal sanctions are not approached as punitive actions. These consequential actions are concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and to maintain the good order and management of the College as prescribed under section 285 of the Education (General Provisions) Act 2006.

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.
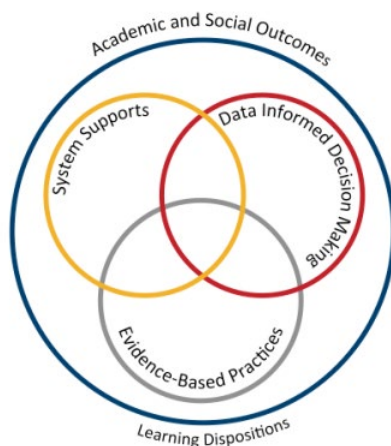

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).
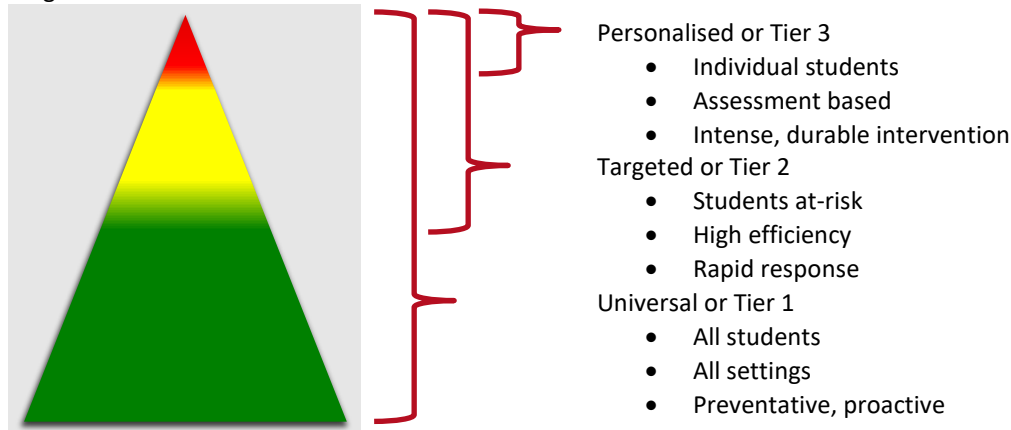
Tier 2 Targeted Supports:

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 College Staff
The Tier 1 Universal Support Team is comprised mainly of Teachers but does include the BSC School Officer. The Tier 1 support team gathers and analyses data to ensure the most suitable processes and procedures are in place.

The Tier 2 Targeted Support Team includes: Classroom teachers, PC teachers, the BSC Supervisor, Pastoral Leaders, Academic Leaders, the College Guidance Counsellors, Support Teachers – Inclusive Education (STIEs), Middle Years Learning Leader, Student Engagement Leader, Middle Leader – Learning Enrichment, Assistant Principal – Curriculum, Assistant Principal – Student Wellbeing and Deputy Principal. There are 3 regular meetings that take place to focus on Tier 2 Support:
- Student Support Team meetings with Pastoral Leaders and Guidance Counsellors, Learning Enrichment and Assistant Principal- Student Wellbeing (fortnightly per House);
- Meetings with ST:IEs and Deputy (fortnightly);
- Meetings with GCs and Assistant Principal – Student Wellbeing (weekly).

These meetings evaluate *Students of Concern* and *Requests for Support*, review data in ENGAGE Student Support System, and the effectiveness of targeted supports in place for selected students. During the Student Support Team meetings, action plans are devised and shared with College staff through the Engage platform.

Staff involved in Tier 2 supports have engaged with PB4L Professional Development and continue to keep abreast of best practice.

The Tier 3 Targeted Support Teams usually consist of a combination of Pastoral Leaders, Guidance Counsellors, Academic Leaders, Student Engagement Leader, Assistant Principal – Student Wellbeing and/or Assistant Principal – Curriculum. As needed, the Deputy Principal and Principal will also attend. The Tier 3 Targeted support includes collaboration with BCE Education Officers in Wellbeing and Inclusive Education specialisations.

Professional Development Opportunities

All staff at Chisholm Catholic College will participate in Student Behaviour Support professional development in terms of familiarisation with College policy, processes and procedures, skill development within these processes and the philosophical approach of the College to behaviour support. Professional development opportunities include but are not limited to:

- Catholic Education Archdiocese of Brisbane Employee Code of Conduct;
- The Role of the Teacher;
- Brisbane Catholic Education's Student Protection Policy and Reporting Processes;
- Four Dimensions Training;
- Designated staff meetings that focus on pastoral approaches to learning and teaching;
- Effective classroom management and responses training;
- Pastoral Leaders Networking and Planning Days;
- Strategic Renewal Processes;
- Effective Mindframes of Teachers;
- PB4L Training;
- Resilient and Inclusive Classrooms Training – Student Wellbeing Hub.

At Chisholm Catholic College, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the College.

Students also receive instruction and guidelines about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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 Courteous
- Be Conscientious
- Be Connected

AT CHISHOLM CATHOLIC COLLEGE WE ARE CALLED TO *LIVE CHRIST'S CHALLENGE BY BEING...*

	IN THE CLASSROOM	IN OUR COMMUNITY	IN THE WIDER COMMUNITY
COURTEOUS	We value others We respect the rights of all learners; allowing them to learn. We listen to each other We speak positively and politely. We actively engage in our learning and we expect others to do the same.	We show pride in our school; correctly wearing the College uniform. We ensure that Chisholm Catholic College is a place where hospitality and welcome are shown to everybody. We show awareness and care for the environment and school property. We share our space and resources with each other.	Our actions and words reflect our Catholic Values. We promote peace, inclusivity and tolerance. We respect our College with pride through attitude, behaviour, involvement and appearance. We recognise and honour significance of occasion by being 'present' and engaged.
CONSCIENTIOUS	We are prepared, present and positive, persevering to do our best. We follow school guidelines and classroom expectations. We are accountable for our words and actions and acknowledge the effects of our behaviour.	We follow staff instructions and abide by the school rules. We take personal responsibility for our actions and practice self-reflection to develop appropriate behaviour. We act out of care and concern for others. We care for our own and other's property and College resources and the environment.	We respect the differences of others and through listening, we learn from those we meet. We take responsibility for continuing our learning outside of school hours. We are accountable for our actions, both in person and online.
CONNECTED	We strive to reach our potential. We demonstrate resilience by persisting and persevering in our learning when work is challenging. We use feedback to improve. We are 'study fit' and use study strategies to achieve success.	We embrace opportunities to include others. We acknowledge our mistakes and harm done to others and we commit to learn from them. We are Upstanders – taking action, out of compassion and concern for the common good of our College.	We are proactive in helping others. We balance our spiritual, academic and emotional needs. We embrace new challenges with a positive attitude and stretch ourselves to be better.

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.

At Chisholm Catholic College, we emphasise the importance of our pastoral approach to learning and teaching by directly teaching and modelling to students the behaviours we expect at school. Our expectations identify the shared values and expectations of a Christ-centred school. The goal of formation of right behaviour and

respectful relationships at our College is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

The Student Behaviour Matrix defines the responsibilities that all students are expected to uphold and recognise the significance of appropriate and meaningful relationships.

Expectations are communicated to students and the wider College community via a number of ways, including:
- Presentation of the Student Policies in College publications, at enrolment, on the College website, displayed in classrooms and at parent information events;
- Reinforcement of learning from behaviour discussions on school and pastoral assemblies and during learning activities facilitated by staff during classroom and non-classroom activities;
- Discussions regarding behaviour via the use of the Restorative Questions conducted by classroom teachers and other staff when responding to problem, inappropriate, unacceptable behaviour or behaviours of concern;
- Direct teaching of appropriate behaviours that enhance learning in the classroom.

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: 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:
- Beginning of school year orientation day
- Pastoral care time, weekly throughout the year
- Time built into the first weeks of school and increased later in the year
- Year Level Assemblies followed by group practice
- New student orientation when needed
- Student Leaders support younger peers (buddy program)

- STRETCH lessons

3. Feedback: Encouraging Productive Behaviours for Learning

Tier 1 Universal Supports

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

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

The encouragement strategies in place for school and classroom include but are not limited to:

School Practices That Encourage Expected Behaviours	Classroom Practices That Encourage Expected Behaviours
Teaching of expected behaviours	Classroom routines
Positive Postcards sent home	Class encouragers
College Merit Slip system	Merit Slip system
Phone calls home	Points system for class reward
Celebrations of Learning – Academic and Diligence awards	Verbal Praise
Tuckshop Vouchers/Pizza Parties	Public Acknowledgement
VIP Passes for Attendance improvement & Engagement	Body Language Acknowledgement
Utterly Unreal Uniform incentives	
Peer Support program	
Anti-Bullying program in STRETCH	

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 may 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 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.

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 and designing an Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program (Christenson et al, 2012).
- The Chill Out and Create Programs run by Tom Strong and Amy Chisholm

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major

unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix 2.

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 4 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:

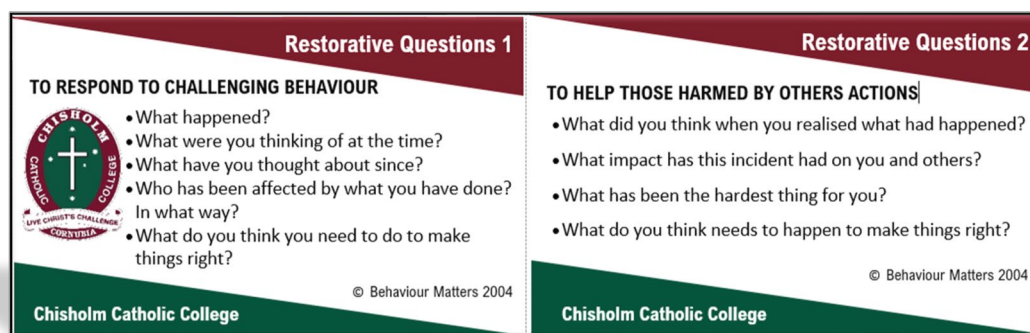| De-escalation	Problem-solving	Restorative
• Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual crisis support and management plan	• Teacher – student conversation • Work it out together plan – teacher and student • Teacher – student – parent meeting • Teacher – student – leadership conversation	• Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based approaches.

Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and, at times, be part of the solution. Even though responses for inappropriate behaviour are intended to be educational, they may also be aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

For Major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. Most major

behaviours will typically result in actions taken by the Pastoral Team or College Leadership Team that may include more intensive teaching, restitution activities, and strategies to help the student handle future situations or parent/carer meetings.

When a student's behaviour is abusive or very unsafe within a classroom or learning environment, a teacher can automatically refer a student to the BSC. If the student is uncooperative and refuses to leave, the Teacher will call a member of the College Leadership Team to assist.

Restorative Questions 1	Restorative Questions 2
TO RESPOND TO CHALLENGING BEHAVIOUR • What happened? • What were you thinking of at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? © Behaviour Matters 2004 **Chisholm Catholic College**	**TO HELP THOSE HARMED BY OTHERS ACTIONS** • What did you think when you realised what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right? © Behaviour Matters 2004 **Chisholm Catholic College**

5. BCE Formal Sanctions

It is an expectation that formal sanctions are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action should appropriately balance the best interests of the student and the security and safety of other members of the school community – risk management.

The formal sanctions applied at Chisholm Catholic College:
- Are just and reasonable and convey a sense of forgiveness;
- Encompass a range of options that are related to the misdemeanour;
- Are supportive and enforceable;
- Contribute to the development of justice in the school;
- Foster responsibility for actions;
- Focus on restoration of the working relationship.

The formal sanctions applied at Chisholm Catholic College intend to achieve the following objectives:
- To protect the rights of the students, staff and learning community;
- To help find ways to negotiate with the student a plan for change to acceptable patterns of behaviour;
- To keep the parents/caregivers of the student informed and engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;
- To safeguard the right of teachers to be able to teach without unacceptable disruption;
- To safeguard the right of other students to learn without unacceptable disruption.

The formal sanctions at Chisholm Catholic College may include the following:

Detention
"*A detention is any period when a student is:*
- *Required to remain at the College, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time, after school, or non-school days."*
- *Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (e.g. time-out).*"
(Brisbane Catholic Education's, Student Behaviour Support: Guidelines, Regulations and Procedures, 2017, p.31)"

When staff utilise detention or other appropriate and approved sanctions, it is important that the following principles are considered:
- It is an appropriate method of responding to the behaviour.
- The student's safety and welfare needs are being addressed. The student is given appropriate access to food, drink and toileting facilities.
- Appropriate information is recorded in the Student Behaviour Support System (ENGAGE).

Community Service
'Community Service' is a period of time in which the student is required to complete tasks that address behaviours that have impacted upon the community. For a student to receive 'Community Service' there must be alignment with the behaviour that they demonstrated, such as damage to school or another student's property, and the consequence. This implies that the student, and the parents if applicable, are involved in the process of determining what constitutes as suitable 'Community Service' task.

Students may be issued a detention or community service by the Deputy Principal, Assistant Principal, Pastoral Leader or Academic Leader. In this case, parents will be notified by email of the reason and date of the detention/community service.

Detentions/community service can either be at lunch times or are held in G1 each Wednesday from 3- 4:00pm.

Alternative Timetable
An Alternative Timetable gives the teacher, other students, and the student engaging in unproductive behaviours time away from the class. It is hoped that by spending some time in a different class, the student engaging in unproductive behaviour is able to reflect on their behaviour and the impact they have on the learning of others. The teacher will engage the student in reflective, re-entry questions before returning to class, and make clear the classroom expectations (this could include re-stating or reteaching appropriate behaviours). An Alternative Timetable must be arranged through a Pastoral Leader who will establish:
a) an appropriate and suitable alternative classroom giving thought to subject area, class size, the classroom management style of the teacher, and the year level of the alternative class;

b) communication with teachers about the arrangement.

Suspension (Internal and External)
A suspension is the temporary, full-time or part-time withdrawal of a student's right to attend the College and/or school related functions for a defined period of time. It is our hope that the College staff and parents/caregivers will work together, with the aim of assisting a suspended student to rejoin the College community as quickly as possible.

The decision to enact suspend a student can only be made by the College Principal or their delegate and will be used only when other available measures have been implemented without success, or where the situation is serious, or demands an immediate response. The College, the student and their parents/caregivers will use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

According to Brisbane Catholic Education's Student Behaviour Support – Guidelines, Regulations and Procedures the Principal or their delegate may suspend full-time or part-time, a student from the College for a period of up to ten (10) school days.

A suspension could be in school (internal) or out of school (external). The College will determine if a suspension is internal or external.

The Principal or their delegate may suspend a student, where behaviour includes the following:

- Persistent non-compliance: students, who in their relationships with employees and/or others in the community, are persistently disobedient, disrespectful or engage in verbal, physical or online harassment and abuse
- Persistent disruption: Students who persistently disrupt and prevent the learning and teaching of students
- Serious breach of the College's Student Behaviour Support Plan: Students who seriously breach the expected rules outlined in this Plan. For example,
  - o Possession of alcohol or a suspected illegal drug
  - o Violence or threat of serious physical violence
  - o Concerning or serious sexual behaviour
  - o Possession of a weapon or knife
  - o Verbal abuse.

Immediate Suspension
In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. Principals may immediately suspend any student whose behaviour includes (but is not limited to):

- possession, use of an illegal drug: schools must be places that are free of illegal drugs. Suspensions may occur immediately if the student alleges the substance to be an illegal drug or it is confirmed as illegal. Possession and/or use of an illegal drug. The matter must be referred to the police.
- Possession, use of alcohol: schools must be places that are free of illegal drugs. Suspensions may occur immediately if the student alleges the substance to be alcohol or it is confirmed as illegal. This is with the understanding that it is a criminal offence for a person under the age of 18 to be in possession of alcohol. Schools are not required to notify police in these instances. However, the local context and circumstances may give rise to a notification e.g., age of the student, source of the supply, involvement of supply or distribution, potential student protection matters.
- possession, use of an e-cigarette (vape) or cigarette: schools must be places that are free of illegal drugs. The matter is recorded as a suspension in the Suspension Register with details of possession, use, and/or distribution. Vaping must be referred to the police.
- violence or threat of serious physical violence: any student intentionally causing injury or threatening serious physical violence against another student or employee or member of the school community may be suspended immediately. The matter must be reported in accordance with BCE's Student Protection Processes, including possible referral to state authorities.
- concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes, including possible referral to state authorities.
- possession of a weapon or knife: any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The Principal (or delegate) must report the matter to the police immediately.
- verbal abuse: Principals must take developmentally appropriate expectations into account in relation to verbal abuse by a student.

The purpose of suspension is to:
- signal that the student's unproductive behaviour is not acceptable.
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school.
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Guidelines for a Suspension:
- A student shall be suspended for the shortest time that the College deems necessary.
- Indefinite suspension, where a student is continually re-suspended for the maximum period will not occur.

- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspensions should not exceed more than ten (10) school days.
- By mutually-agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program.
- A suspension may occur if the Principal or their delegate has:
  - Ensured that appropriate and available student support strategies and discipline options have been applied and documented.
  - Ensured that appropriate support personnel available, within the school system and externally, have been involved.
  - Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension

Communication
Suspension Decision:
The Principal or their delegate will inform the student and families of the grounds on which the decision to suspend has been made. The student and family will then be given the opportunity to respond. 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.

Notification to families for a day or more suspension options:
A student may not be sent out of school before the end of the school day without the family being notified, and, if necessary, agreement reached about arrangements for collecting the student from school. The notification must be delivered by a safe method to ensure delivery.

Notification can take place by phone to a member of the family, who must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time; Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful. The family must also be notified of the suspension letter generated in the Engage Student Support System, within a reasonable time.

In all cases, the written suspension notification must:
- indicate the reasons for the suspension.
- advise the length of the suspension, the start date and time, the expected return date.
- outline 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.
- indicate the importance of the family working cooperatively with the school in resolving the matter.
- request a discussion with the student and their family.
- refer families to the school's published Student Behaviour Support Plan.

- include details of the right to appeal of the student and family as outlined below.

Other Points Regarding Suspension:
- 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 responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal is to inform the Senior Leader – School Progress and Performance.
- The student may not attend the College or school-related functions unless otherwise arranged by the Principal or their delegate.
- Students attending special programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended.

Accountability Requirements
Processes associated with suspension are often subject to scrutiny. It is therefore important that all processes are carried out in a way that conforms, with accuracy and attention to the following:

- a suspension record is to be completed in the Engage Student Support System Suspension Register for each student suspended.
- where a student is withdrawn from classes for the remainder of a day as a de-escalation strategy, this is recorded as a behavioural incident in the Engage Student Support System.
- in the Engage Student Support System there are three (3) different types of suspensions recorded: one (1) to two (2)- day suspensions, three (3) to ten (10)-day suspensions and suspensions of more than 10 days. Where it is a suspension of less than 1 day, a note in the Engage Student Support System will suffice.
- any single suspension cannot exceed ten (10) school days without being referred to the Director - School Services, through the Senior Leader – School Progress and Performance.
- suspension can be part-time in which event the student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension should not span more than 10 school days in total
- to maintain continuity of learning and reengagement into the school, it is recommended that schools provide appropriate work for the student while on suspension.
- any support/s the student and/or family may require for the duration of the suspension to maintain wellbeing.
- by mutually agreeable arrangements, a student who is suspended may attend an alternative education program.

- for students nearing the completion of Year 12 (Unit 4 studies), where an infringement may trigger the threshold for exclusion processes, after consideration of risk assessments and safety plans, a College may enact a pastoral pathway of suspension. The College will engage the student in an alternative learning provision, in order to complete Unit 4 (or VET) requirements. While it is preferable that this arrangement be mutually agreeable with student and family, the College reserves the right to enact this arrangement in accordance with its procedures. These arrangements would be considered rare and would be entered into only after approval granted in advance by the Head – School Progress and Performance.
- indefinite suspension, where the student is continually re-suspended is not acceptable.

'Return to School' Interview or Suspension Re-entry
As part of the return to school process, the Principal or delegate will organise a conversation with the student and/or 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, including the impact on others, 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.
- provide an opportunity for the student, parent/legal guardian to participate in the decisions affecting them.
- actively anticipate the parent/legal guardian and student's diverse circumstances and background to provide support and effective responses particularly to those who are vulnerable.
- outline the return to school plan, goals, and follow-up evaluation for the student's return to school.

It is recommended that the return to school meeting should be before the student's return to school date, and will usually take place in the school, facilitated by the Principal or delegate. In circumstances where a family member is unable to attend the school in person, a telephone conference may be arranged. In instances where there has been a problematic relationship between the family and the school, the Principal may find it beneficial to call upon a third party such as the Senior Leader – School Progress and Performance or Guidance Counsellor, to facilitate the meeting. If, despite the school's requests, families are unwilling to attend a return to school meeting, the Principal should refer the matter to the Senior Leader – School Progress and Performance. Alternative options may need to be considered to facilitate the student's return to school.

Alternatively, the Principal, together with the Senior Leader – School Progress and Performance, and in consultation with the Director – School Services, may consider further options.

Students attending special programs, such as school-based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. The school, the family, and the training provider will determine this. The determination should occur before the student is next due to attend the program.

Negotiated Change of School
In some circumstances, a change of school to another Catholic school, school in another sector, or to an alternative educational setting, may be necessary to support a student's wellbeing and/ or learning needs. This provides the opportunity for a fresh start to build more positive relationships with peers and staff in more appropriate environment. This decision will be made by the Principal in consultation with the Senior Leader at Brisbane Catholic Education. The Principal will provide the family with an opportunity to discuss the implications of the negotiated change of school and clarify why the change is being proposed. The Principal will consult with the parents to make suitable suggestions and then make contact with appropriate alternative schools.

Exclusion
Exclusion is the full-time withdrawal of a student's right to attend Chisholm Catholic College and related functions, on the authority of the Executive Director. Exclusion from the College does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

Exclusion for serious non-compliant behaviours will be considered only as a last resort because of the serious long-term consequences for the student and the family. Students will not normally be excluded unless a clearly documented range of intervention strategies have been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example, through a Functional Behaviour Assessment. The College is aware of the legal and equity issues applying to the exclusion of marginalised students and students in Care of the State.

The Executive Director may approve a recommendation for exclusion where there is evidence that the College has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans. The exception is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

The purpose of exclusion is to:
- Signal that the student's behaviour is not accepted because it seriously interferes with the safety and wellbeing of other students or staff.
- Remove the student from an established environment in which inappropriate 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; and
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

Process for Appeals

For appeals, the College aligns to BCE processes.

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension or recommended exclusion to:
- The Principal, for a suspension up to five (5) days. To respond to appeals, Principals may seek support from relevant personnel such as Senior Leader, Cluster Manager, Education Officers – Inclusive Education, Education Officers – Student Wellbeing.
- The Senior Leader – School Progress and Performance, for a suspension six (6) or more days.
- The Executive Director, for the exclusion of a student from a Brisbane Catholic Education School

In either case, the Principal or Senior Leader – School Progress and Performance:
- gathers any additional information to respond to the appeal and allows the student/family to consider this information and to provide a response
- confirms, varies, or sets aside the decision to suspend the student following consideration of the 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.

Note: The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend or exclude the student. Appeals must be in writing, stating the grounds on which the appeal is being made. Access to the appropriate paperwork and assistance to complete the paperwork will be provided, if necessary. If the appeal is successful, the relevant parties will engage in respectful communication, identifying the strategies to re-instate the student's enrolment.

6. Bullying and Cyberbullying – Information, Prevention, and College Responses

Chisholm Catholic College is committed to preventing and responding to Bullying and Harassment. The College utilises proactive and preventative strategies – as well as professional learning opportunities for staff, to effectively respond when Bullying and Harassment reports are made.

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).

<u>Definition</u>
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**. Bullying and school aged students (education.qld.gov.au)

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 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).

Therefore, bullying has 3 features:
1. It involves a misuse of power in a relationship (power)
2. It is ongoing and repeated (frequency), and
3. It involves behaviours that can cause harm intent).

Bullying can be;
- Physical: Pushing, shoving, punching, fighting, damaging or destroying other people's property, jostling, pinching, touching or any unwelcome physical intimidation, such as gestures or staring.
- Verbal: Offensive or abusive comments, sarcasm, crude jokes and comments, ridiculing appearance, actions or beliefs, obscene or threatening phone calls and emails, teasing or putting other people down.
- Discriminatory: targeting, ridiculing and inappropriate comments aimed at students or their associates, who have a disability, who have a particular sexual orientation or who are from a particular ethnic background.
- Social: Exclusion, spreading rumours, gossip, racial or sexual comments, graffiti and notes intended to isolate, manipulate or harm others.
- Emotional: Victimisation, instilling fear in others, extortion (forcing others to hand over money, food or other possessions), forcing others to do their work.
- Cyber: Using mobile phones, the internet, social media, or other technologies to send insulting, threatening or unpleasant voice, text or picture messages, whether directly to a person or to spread malicious rumours about another (this is a criminal offence and most malicious messages can be traced), taking pictures of people without their knowledge or consent and setting up and promoting websites which are offensive to another person in any way are examples of cyber bullying.

Behaviours that do NOT constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- a single act of telling a joke about someone
- expression of unpleasant thoughts or feelings regarding others
- isolated incidents of harassment, aggressive behaviour, intimidation or meaness.

Roles within bullying incidents:
Target: The person who is the object of the bullying
- Perpetrator/Initiator/Bully: The person who is exhibiting the bullying behaviour. Please note that a person may exhibit bullying behaviours and also be a target of bullying.
- Bystander: A bystander is someone who sees or knows about bullying, harassment or violence that is happening to someone else. There are three main types of bystander:
    - follower - do not initiate, but take an active role in the bullying behaviour
    - supporter -support the bullying behaviour (overtly or covertly; for example, by turning a blind eye or standing and watching) but do not take an active role in the bullying behaviour
    - Upstander (defender) - someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up. Being an upstander is standing up for what is right and doing our best to help support and protect someone who is being hurt. In many ways, this is being socially responsible. (NSCC, 2010)

Restorative practices:
This refers to the means by which practitioners can resolve conflict between students by bringing about genuine remorse on the part of the offender(s) accompanied by restorative action. For example, apologising to a victim and having the apology accepted (Rigby and Johnson, 2016). This is a component of the College's Student Behaviour Support Plan.

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! and resources developed by the College staff and implemented in the STRETCH program to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Understanding Bullying and Harassment
We are called to provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred

community. This is in line with the National Safe Schools Framework (2013) that has the following overarching vision:

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing. … In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued, and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing (NSSF, 2013).

Chisholm Catholic College has a strong stance against bullying, violence and harassment and aims to develop a deep understanding about bullying causes and effects in the community. Staff and students are afforded learning every year to enable them to recognise the signs of bullying and respond swiftly in an appropriate and supportive manner.

Teaching about Bullying and Harassment
Approaches to bullying need to include relationship and social solutions at the whole-school, class and student level, and on occasion, at the family and community level.

The College's STRETCH and Health and Physical Education program has been developed using the approved curriculum; ACARA - personal and social capabilities - as well as the BCE Religious Education Curriculum. STRETCH lessons provide learning experiences and approved programs on healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

Through effective classroom management and positive interactions with students, Teachers at Chisholm Catholic College model Catholic values, promoting positive social and emotional learning and wellbeing. The long-term aim is to foster a school culture of supportive relationships which feature respect, inclusion, belonging and cooperation.

The underlying beliefs regarding Bullying and Harassment at Chisholm Catholic College are:
1. Each **student has value** in our community
2. Each student has the **right to feel safe** from bullying or harassment in all its forms
3. **Most conflicts can be resolved**. Our aim as a Catholic community is to restore and build up, encouraging each other to act in a manner that is in keeping with the ethos of the College. The College will take necessary steps to resolve all bullying situations in age-appropriate ways that may include consequences, forgiveness and restitution so that where possible, relationships are renewed and restored within the community.
4. Each student in a community is responsible for the safety of themselves and others in that community. As a College, we desire that **no cases of bullying go unreported**. It is every student's and parent's responsibility to report bullying to a relevant staff member to ensure support is provided to those involved in bullying situations.

5. Each student in a community is responsible for ensuring that other individuals in that community can **reach their potential in a supportive and non-threatening environment**.

Responding to Bullying and Harassment

What can a student do if they see someone being bullied?

Students should care enough to want to do something in order to protect our College community and encourage a culture of safety and respect. Don't be a bystander, be an upstander by:

- Taking action as the bullying occurs by saying 'leave them alone.'
- Remove the person being bullied from the situation. E.g. 'Hey, come with me. I want to show you something.'
- Reporting the incident to a member of staff as soon as you can. You can do this by filling in an incident report or emailing a staff member with these details:
  - What the person/s has been doing?
  - Who has been involved?
  - Where have the incident/s occurred?
  - Who else has seen the bullying behaviour?
  - How often has it happened?
  - What have you already done about it?

Offer support to the student being bullied. Encourage them to get help through an adult, friend, student leader or family member.

How can parents/caregivers assist?

Positive parental support around bullying and positive relationships is vital. Parents can help by building a welcoming and inclusive home environment where differences are accepted, and positive qualities embraced. Parents can discuss social, community and relationships openly, including Chisholm Catholic College's expectations about behaviour, how they could best respond if bullied and what they could do as a witness to bullying. Lastly, parents need to be observant. Look for tell-tale signs that bullying could be occurring such as:

- Unwillingness to attend school
- Wanting to be driven to or from school
- Declining academic performance
- Loss of interest in sporting or social events
- Frequent loss of possessions and / or money
- Asking for or stealing money
- Unexplained bruises, scratches, cuts or torn clothing
- Refusal to say what the problem is
- Erratic or behaviour

If parents / caregivers have concerns that your child is experiencing bullying:

- Ask them what has been happening, who has been involved, where have the incidents occurred and if others have seen the bullying.
- Listen sympathetically to your child and keep an open mind.
- Discuss with your child some immediate strategies such as staying calm, firmly telling the bully to stop, moving away from the situation.

- Speak to the relevant College personnel (PC Teacher or Pastoral Leader)
- Work with the College in seeking a permanent solution.

How do staff respond to reports of bullying?
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.

For staff, students and parents, the following flow charts indicate the steps to be taken to deal with any suspected incidences.
If students are being bullied, we are encouraged to do the RITE thing:
      R = RECOGNISE you have the right to feel safe and to operate in an environment free of bullying.
      I = INFORM the bullies that you want them to stop. Do this in a polite but firm way.
      T = TELL a responsible adult about the bullying.
      E = EVALUATE the situation. If it does not improve, seek further help

Chisholm Catholic College's Response Flow Chart: Students

RECOGNISE	**Self-awareness** • Are my friends treating me how I should be treated? • Am I treating others how they deserve to be treated? • How safe am I feeling? • If I am mistreating someone – I need to stop. **Other-awareness** • What behaviours am I noticing that are causing me concern? • What behaviours would I like to see stop/happen moving forward? • How might others be feeling? • Am I feeling worried about another person?
INFORM	**Who are the people at school that I should speak to for assistance for myself or others?** • Pastoral Care Teacher • Pastoral Leader • Counsellor • Chisholm Watchbox – if uncomfortable initially making the report in person These people may also be notified via email or you may want friends/parent to do this for you or with you for support. **Provide factual information** • **Who** was involved? **Who** has tried to help? **Who** has witnessed the bullying behaviour? • **What** specifically happened**? What** factors led to this? **What** strategies have you tried to solve this**?** • **When** did it start? **When** did it happen? • **Where** is it occurring? **Where** has it occurred? • **How** is it occurring? **How** often is it occurring? **How** is it making you feel? • If the incident is cyber-bullying**, what evidence** have you saved**?**
TELL	**Work with your Teacher/Pastoral Leader/Parents to come up with a plan for how you will manage the situation.** **If the behaviour involves physical assault or cyber-crime, the relevant authorities will be informed.** **Have a plan that you will follow should the situation continue.**

EVALUATE	**When you meet the appropriate staff member, give clear and factual information regarding the situation and whether it has changed?** • **How** have things changed? • Are things better, worse or the same? • **How** am I feeling now? **Participate in discussions on any changes that can be made to further improve/maintain the situation.**

All staff must take all reports of bullying and harassment seriously and respond with the process below:

RECOGNISE	• Do I know where to find the Bullying Prevention and Response to Bullying Policy? • Have I noticed a change in behaviour for any students? • Do I know the definitions of bullying? • Am I actively encouraging students to talk if they are having concerns about bullying?
INFORM	• Ask the student/s if they are okay. • **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. • Validate their feelings, as well as any concerns they might have about seeking help and recognise their efforts in doing so. • Provide feedback about the process for following up information that you will have to do. • Liaise with appropriate staff (Pastoral Leader, Counsellor, and Assistant Principal – Student Wellbeing) as necessary to help to determine if it is a bullying or harassment situation. • 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. Always maintain confidentiality and privacy.

TELL	• **Record** the incident either as Minor - Teasing or Major - Bullying/Harassment and complete the bullying record in the ENGAGE Student Support System. This must be completed within 24 hours of the reported incident. • **Respond** to incident, following the school's student behaviour support plan. Ensure that there is 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. Work out with the student/s and parent/s a specific course of action that will be taken to help manage the situation. • Outline who they should approach to discuss any concerns as they arise (and confirm they know how to do this). • Disseminate information about the plan to appropriate people (ensure the student/s and parent/s know who these people are). • Set in place a time to review the plan. • Document facts and procedures followed on ENGAGE.
EVALUATE	• Have any behavioural/emotional changes been observed? • **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review/s until concerns have been mitigated. **Check-in with each of the people involved (including parents) to see if the situation has changed following the intervention**: • How has it changed? • How is everyone feeling about the situation now? • What adjustments (if any) need to be made? • Who needs to be informed of any adjustments? • When will any adjustments be evaluated (schedule a time)? • Does this need to be escalated to the next level?

Preventing Bullying and Harassment

Chisholm Catholic College plans to prevent Bullying and Harassment in the following ways:

1. Student assemblies: The Student Behaviour Matrix is continually referred to at assemblies and reinforces the expectations about student behaviour and our FAMILY community where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

3. Whole school events: The College participates in whole school events to promote the National Day Against Bullying and Violence as well as RUOK day.
4. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. The Office of the eSafety Commissioner provide current and relevant professional learning for staff which can be accessed and completed in an online platform. Staff will be allocated time throughout the year to complete relevant modules.
5. New staff will be informed about our College's approaches and strategies to prevent and respond to student bullying behaviour in their staff induction when they discern the Student Behaviour Support Plan and Student Protection Training.
6. Communication with parents: By working in partnership, the College continually reinforces open communication with a solution focus. Parents are encouraged to report any concerns (regardless the size) to the College so we can respond in an effective and timely manner.
7. Explicit promotion of social and emotional competencies among students: the Student Behaviour Matrix identifies behaviours that are acceptable and appropriate in the community and wider community. These behaviours are regularly referred to at both the macro and micro conversations in the College.
8. Whole school programs to prevent and address bullying such as those indicated in the Be You Programs Directory - Be You.

Key Contacts for Students and Parents to Report Bullying
- Mr Krijn van Gils (Assistant Principal – Student Wellbeing)
- TBA (Student Engagement Leader)
- Ms Antonia Conomos (Flynn Pastoral Leader)
- Mr Conor Glennon (MacKillop Pastoral Leader)
- Mr Dean Stevens (Mitchell Pastoral Leader)
- Mrs Ashley MacAllister (Namatjira Pastoral Leader)
- Mr Bryce Lalor (Oodgeroo Pastoral Leader)
- Ms Cheryl Hyde (Parer Pastoral Leader)

They can be contacted by calling the College Main Reception – 3209 0700, emailing them directly or emailing scornubia@bne.catholic.edu.au

Cyberbullying
Cyberbullying is treated at Chisholm Catholic College with the same level of seriousness as direct bullying.

Some examples of cyberbullying include:
- creating fake accounts in someone's name to trick or humiliate people
- spreading nasty rumours or lies about someone
- distributing photos / videos of someone to make fun of them or humiliate them
- abusive texts and emails
- hurtful messages, images or videos
- imitating others online

- excluding others online
- stalking
- humiliating others online
- publishing someone's private information
- creating hate sites / campaigns

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.

Chisholm Catholic College follows the reporting guidelines offered on pages 33-35 when responding to Cyberbullying incidents.

Resources
The College utilises such programs and resources *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

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.

Help for Students and Parents
Australian Curriculum
- Home | The Australian Curriculum

Australian Guidance and Counselling Association
- www.agca.com.au

Australian Psychological Society
- www.psychology.org.au

Beyondblue
- www.beyondblue.org.au

Bullying. No Way!
- www.bullyingnoway.gov.au

Cyber bullying/Online bullying

- *The Office of the eSafety Commisioner*
  - Online help and reporting Homepage | eSafety Commissioner
  - iParent - Parents | eSafety Commissioner
  - Educator resources - Professional learning program for teachers | eSafety Commissioner

Headspace
- www.headspace.org.au

Kids Helpline
- 1800 551 800
- www.kidshelp.com.au

Quick Tips about Bullying
- http://behaviour.education.qld.gov.au/bullying-and-violence/schools/Pages/quick-tips.aspx

Reach Out
- www.reachout.com.au

Student Wellbeing Hub – Information and support for Parents
- https://studentwellbeinghub.edu.au/parents/secondary#/

Student Wellbeing Hub – Information and support for Students
- https://studentwellbeinghub.edu.au/students/secondary#/

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.

At Pastoral Team Meetings, the data is regularly reviewed and analysed for patterns and trends to support our evidence-based practice and decisions for targeted, individualised, and whole school support. The BSC Co-ordinator also generates reports based on subjects/teachers and provides insight to emerging areas of behaviour concern.

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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 1: Student Behaviour Matrix

AT CHISHOLM CATHOLIC COLLEGE WE ARE CALLED TO *LIVE CHRIST'S CHALLENGE BY BEING…*

	IN THE CLASSROOM	IN OUR COMMUNITY	IN THE WIDER COMMUNITY
COURTEOUS	We value others We respect the rights of all learners; allowing them to learn. We listen to each other We speak positively and politely. We actively engage in our learning and we expect others to do the same.	We show pride in our school; correctly wearing the College uniform. We ensure that Chisholm Catholic College is a place where hospitality and welcome are shown to everybody. We show awareness and care for the environment and school property. We share our space and resources with each other.	Our actions and words reflect our Catholic Values. We promote peace, inclusivity and tolerance. We respect our College with pride through attitude, behaviour, involvement and appearance. We recognise and honour significance of occasion by being 'present' and engaged.
CONSCIENTIOUS	We are prepared, present and positive, persevering to do our best. We follow school guidelines and classroom expectations. We are accountable for our words and actions and acknowledge the effects of our behaviour.	We follow staff instructions and abide by the school rules. We take personal responsibility for our actions and practice self-reflection to develop appropriate behaviour. We act out of care and concern for others. We care for our own and other's property and College resources and the environment.	We respect the differences of others and through listening, we learn from those we meet. We take responsibility for continuing our learning outside of school hours. We are accountable for our actions, both in person and online.
CONNECTED	We strive to reach our potential. We demonstrate resilience by persisting and persevering in our learning when work is challenging. We use feedback to improve. We are 'study fit' and use study strategies to achieve success.	We embrace opportunities to include others. We acknowledge our mistakes and harm done to others and we commit to learn from them. We are Upstanders – taking action, out of compassion and concern for the common good of our College.	We are proactive in helping others. We balance our spiritual, academic and emotional needs. We embrace new challenges with a positive attitude and stretch ourselves to be better.

APPENDIX 2: 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 student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

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

	Descriptor	Definition	Example
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.
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

APPENDIX 3: Suggested Guide for Management of Behaviours of Concern

Pastoral Care/Classroom Teacher	***Behaviours of concern that should be managed at this level*** include:
	• Uniform infringements
	• Late arrival to school or early leaving
	• Disruptions to the learning environment
	• Failure to complete homework/bring equipment to class
	• Contacts from parents (non-critical)
	  Suggested responses
	    o Uniform: Referral to Uniform Room
	    o Late to school: Contact parent/phone call home
	    o Positive comments: Emails, Postcards and Merit Slips
	    o Areas of Concern: Contact parent
		Behaviours of concern that should be managed at this level include:
		• Homework and assessment not done or to a satisfactory standard
		• Uniform infringements
		• Minor inappropriate classroom behaviour (talking, off task behaviour)
		• Non-submission or incomplete assessment
		• Unsafe uniforms for practical classes
		  Suggested responses
		    o Essential Skills for Classroom Management (ESCMs) / Four Dimensions
		    o Homework: Contact parent
		    o Assessment: Contact parent and inform PC
		    o Referral to Academic Leader or Counsellor
		    o Behaviour: BSC Process
			Classroom Teacher

Pastoral Leader/Classroom Teacher	*Behaviours of concern that should be managed at this level by the Pastoral Leader in conjunction with the teacher include:*
	• Student welfare issues
	• Regular referrals / negative reports
	• Bullying
	• Significant classroom/lunchtime disruptions
	• Career counselling (with the Counsellor/Pathways Leader/VET Coordinator)
	• Automatic referrals for significant/major/continued disruptions to classroom learning
	• Property damage/theft
	• Disrespect towards staff including ignoring instructions
	• Inappropriate behaviour in public (Bus travel, excursions, sporting events)
	  Suggested responses
	    o Letter
	    o Contact parents - Meet with parents
	    o Community Service
	    o Escalation to SEL / APSW / DP or referral to Counsellor by Pastoral Leader
	    o Positive feedback: Email, Phone, Postcards and Merit Slips
		Behaviours of concern that should be managed at this level by the Academic Leader include:
		• Cheating or plagiarism (Work with AP – Curriculum / DP)
		• Repeated Non-submission or incomplete assessment
		• Repeated Unsafe uniforms for practical classes
		• Questions about assessment or course validity
		• Significant classroom disruptions
		  Suggested responses
		    o Contact parents - Phone call
		    o Referral to Pastoral Leader
		    o Escalation to AP or DP
			Academic Leader

Assistant Principal – Student Wellbeing / Student Engagement Leader / Pastoral Leader	*Behaviours of concern that should be managed at this level by the Assistant Principal/Deputy Principal in consultation with the Student Engagement Leader/Pastoral Leader include:*
	• Escalated student welfare issues – incl. repeated truancy, absences etc.
	• Continual BSC referrals
	• Escalated incidents of bullying
	• Outrageously inappropriate behaviour in public (Bus travel, excursions, sporting events)
	• Physical violence
	• Disrespect towards staff including threats, verbal or physical abuse
	  Suggested responses
	    o Notify parents via phone call and letter
	    o Meeting with parents
	    o Community Service (after school)
	    o Suspension and referral to Counsellor
		Behaviours of concern that should be managed at this level by the Assistant Principal/Deputy Principal include:
		• Counselling about subjects/learning pathway
		• Change of subjects
		• Special Consideration incl. assessment due date extensions
		• Persistent non-submission or incomplete assessment
		• Escalated incidents of cheating or plagiarism
		  Suggested responses
		    o Contact and meeting with parents
		    o Referral to VET Coordinator/Pathways Leader / Counsellor
		    o Escalation to Deputy Principal
		    o Suspension
			Deputy Principal / Assistant Principal – Student Wellbeing / Assistant Principal – Curriculum / Academic Leader / Pastoral Leader

Assistant Principal – Student Wellbeing / Deputy Principal / Principal	***Behaviours of concern that should be managed at this level*** include: • Child protection issues • Substance abuse • Critical incidents – including threats with weapons	*Suggested responses* • De-escalation or Suspension (3-10 days) • Escalation to Police/ BCE • Negotiated change of school • Exclusion (immediate 10-day suspension and application for Exclusion)	

APPENDIX 4: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control their impulses by their proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasises the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

APPENDIX 5: Possible Consequences - Breach of Student Behaviour Matrix

UNACCEPTABLE BEHAVIOUR	RESPONDING STAFF MEMBER	POSSIBLE CONSEQUENCES
Assessment not completed	Teacher / Academic Leader	Refer to Assessment Flowchart.
Being rude to a teacher	Teacher / Pastoral Leader	Referral to BSC Community Service Parent Contacted Suspension
Disruption of others' learning	Teacher	Referral to BSC Contact parents Involve Pastoral Leader if ongoing ACT (Alternate Class Timetable)
Drugs at school, incl. vapes/e-cigarettes	Assistant Principal – Student Wellbeing/ Deputy Principal / Principal	Suspension/possible negotiated change of school/exclusion Police informed
Fighting/physical violence	Assistant Principal – Student Wellbeing	Suspension
Incorrect uniform	Teacher / PC Teacher	Ask student to remedy situation Referral to Uniform Room Contact parent Removal from classes Suspension
Lateness to school/class	Pastoral Care Teacher / Teacher	Talk to student about lateness Contact parents Persistent lateness refer to Pastoral Leader.
Not playing cooperatively (play fighting, water fighting, wrestling)	Pastoral Leader	Referral to BSC Community Service ALT (Alternate Lunch Timetable) Suspension
Not wearing uniform well and modestly	Teacher / Pastoral Leader	Talk to student about uniform Contact parents Referral to Uniform Room Withdrawal from classes Suspension
Physical harm to a teacher	Deputy Principal / Principal	Suspension/Possible exclusion

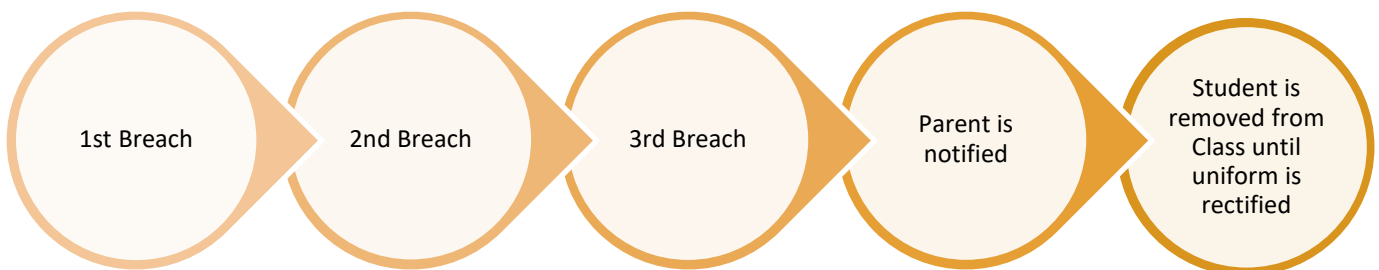| UNACCEPTABLE BEHAVIOUR	RESPONDING STAFF MEMBER	POSSIBLE CONSEQUENCES
Refusal to cooperate with teacher (phones, makeup etc.)	Teacher / Pastoral Leader	Referral to BSC Phone confiscated Make up removed Withdrawal from classes Suspension
Spitting from a balcony or at someone	Pastoral Leader / Assistant Principal – Student Wellbeing	Community Service Suspension
Swearing at staff	Assistant Principal – Student Wellbeing	Suspension (Internal/External)
Swearing in general	Teacher	Address the issue with student Possible referral to BSC Suspension (Internal/External)
Unsafe behaviours	Teacher	Ask student to stop behaviour Referral to BSC Dangerously unsafe behaviour refer to BSC and inform Pastoral Leader or Assistant Principal – Student Wellbeing Suspension (Internal/External)
Weapon at school	Deputy Principal / Principal	Suspension/possible negotiated change of school/exclusion Police Informed

APPENDIX 6: Uniform Policy

Please note that the uniform policy is agreed to at enrolment and is not negotiable. Chisholm Catholic College has a strong uniform policy expecting students to wear their College uniform as intended. By wearing the uniform correctly, students are acknowledging that they are part of a community of which they are justifiably proud and recognise the hard work of those who established our College. Uniform plays a significant part of building community, a positive culture and a sense of pride. If students feel proud of Chisholm Catholic College and know that they belong, research suggests that behaviour standards can improve and academic rigour in the classroom may also rise.

Students must wear their full uniform (including their hats) to and from school every day; failure to do so will result in uniform infringements which may ultimately result in him/her being sent home.

Chisholm Catholic College recognises that there are times when students will be forgetful and may inadvertently leave important items of clothing at home. Recognising this, the College operates a uniform room where students will be given the opportunity to borrow the correct uniform. Students will be given a uniform pass for the day, parents/caregivers will be contacted, and the student will return to class. If a student receives his/her third breach, they will be removed from class until, with the support of parents/caregivers, the uniform is corrected. If the student has subsequent instances of the incorrect uniform, parents will be called to the College to collect their son/daughter. The student can return to the College when the uniform has been adjusted according to the College Uniform Policy.

The College understands that family circumstances sometimes have an impact on student organisation. Therefore, if the student has a valid reason for not wearing the correct uniform, a parental notification needs to be presented at the uniform room so students can be provided with a spare uniform where possible and a day pass. In this instance, no breach of uniform will be recorded. The uniform breach record resets: students return to zero infringements at the beginning of each semester.

1st Breach	2nd Breach	3rd Breach	Parent is notified	Student is removed from Class until uniform is rectified

Chisholm Catholic College operates a "three breach" approach. This means that if a student forgets a uniform item (e.g., belt, hat) or they wear the wrong item (e.g., shoes), they will have this recorded as a 'breach' by their Pastoral Leader. After a third breach is made by the Pastoral Leader, parents will be notified by the Pastoral

Leader (email or phone call) and student is removed from classes until the uniform issue is rectified.

On the fourth breach, the student will be removed from class until their parent can assist them to present in the correct uniform. If the student has subsequent instances of the incorrect uniform, parents will be called in again by the Pastoral Leader to assist their son/daughter to fix their uniform.