Student Behaviour Support Plan

St Columban's College

2026

Student Behaviour Support Plan

Contents

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Introduction

At St Columban's College, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, we seek to develop throughout the school community right behaviours and respectful relationships that are infused with Gospel values. The following common features are integrated into our existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

- ❖ Quality relationships and partnerships – the fostering of respectful interpersonal relationships among and between all community members

- ❖ A commitment to justice and service - identifying and eliminating barriers that hinder students' participation and achievement

These principles are reflected in our College Mission, Vision and Purpose Statement.

School Mission and Vision - Teach Challenge Transform

We are a Christ centred learning community believing in liberation through education and empowering all to make a positive difference in the world.

Vision

St Columban's College, enlivened by the mission of Jesus and Blessed Edmund Rice, seeks to nurture the potential of all in our community. We aim to foster strong habits of the mind and heart through encouraging active presence and compassion. We work towards creating authentic relationships which serve to strengthen our spirit, tradition, and community. Through compassion, courage, creativity, and commitment we aim to equip our students so that they can make change in a complex world. We do this so that each student is empowered, liberated and hope filled to make a positive difference in the world for all.

Purpose

As a faith filled learning community we seek to:

- Instil in students a love of learning

- Foster growth and awareness of spiritual development within the Catholic tradition and through the lens of the Edmund Rice tradition

- Provide care, challenge, and support to students so they develop into discerning young adults who respect their own uniqueness and uphold the dignity of others.

- Ensure the 4 Touchstones: Inclusive Community, Justice and Solidarity, Gospel Spirituality and Liberating Education underpin every facet of College life.

- Empower students to become positive agents for change in an increasingly complex world.

Our School Context

St Columban's College, Caboolture is a co-educational school, with approximately 1200 students currently enrolled. Located to the north of Brisbane, we have a diverse cultural population and respond to that by involving parents as much as possible in our school community. Our dedicated College staff includes teaching staff (including specialist teachers, support teachers and members of the College Leadership Team), school officers, other support staff and Guidance Counsellors.

Consultation and Review Process

St Columban's College developed this plan in consultation with our school community. Consultation occurred through staff meetings, pastoral team meetings, meetings with our College Board and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, attendance and positive student achievement also informed the plan. The Plan was endorsed by the Principal, the College Board and the Senior Learning Leader and will be reviewed at least every 2 years.

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.

At St Columban's College we believe that:

- Students generally want to behave well and be successful
- Behaviour is sometimes a means of communication, and it is our job to ensure that all students are supported to communicate their needs safely and appropriately
- With appropriate support and intervention, students can learn to improve their ability to self-regulate
- Mistakes are part of the learning process
- School staff can use a variety of strategies to support students to improve their behaviour

Learning and Teaching at St Columban's College is supported by the Learning Framework and Learning Spiral. Refer to the StC Learning Framework V1.8 for further information.

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.
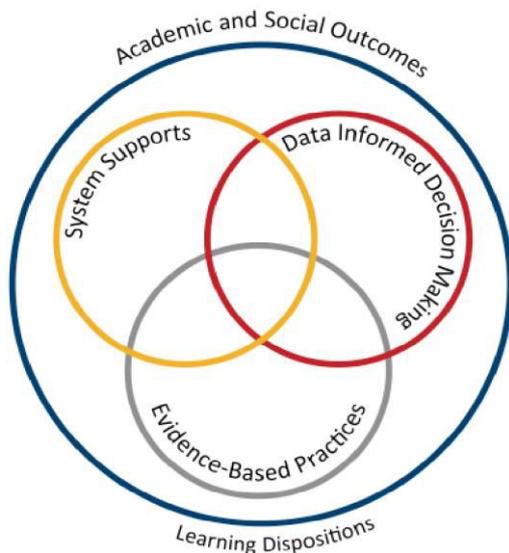

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural

Interventions and Supports, 2004, Eugene OR: Lewis

a) 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 prosocial behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

b) 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.

i) 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).
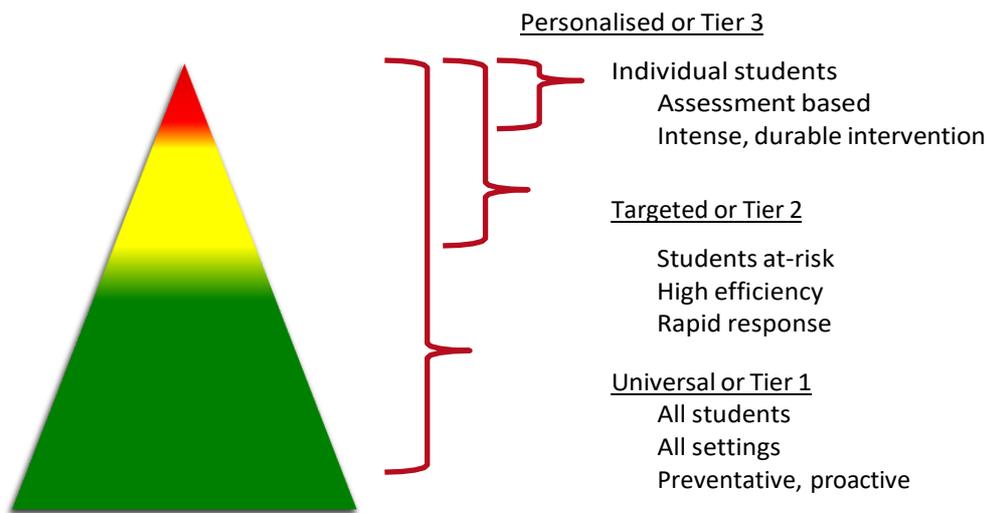
ii)   Tier 2 Targeted Supports:

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).

iii)   Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

Individual students
    Assessment based
    Intense, durable intervention

Targeted or Tier 2

    Students at-risk
    High efficiency
    Rapid response

Universal or Tier 1
    All students
    All settings
    Preventative, proactive

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

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

St Columban's College's Student Support is founded on the practices of PB4L which everyone is involved and invested in at the Universal Support Level – including our teachers, support staff, Counsellors, Middle and College Leadership Teams.

At the Targeted Support level, we employ a wrap-around methodology that utilises

Pastoral Leaders, Curriculum Leaders, Guidance Counsellors, Careers, Learning Enhancement, Wellbeing Leader, LEC team and College Leadership team to support individual and groups of students to give a more directed approach to managing learning,

upskilling, and providing strategies to those identified students who may require more targeted supports.

Weekly meetings with stakeholders in the Middle and College Leadership teams are structured as such to assist in identifying, managing and strategizing student support structures required around such issues as absenteeism, behavioural, motivational, achievement, learning issues and social-emotional issues and analysing trends that might be emerging from ENGAGE and BI data.

Staff professional development is consistently employed and evolving to include PB4L, Functional Behavioural Analysis, Restorative Justice practices, digital literacy and current issues facing our students e.g. The Resilience Project, Real Talk presentations and engaging other external providers. This development and engagement of staff builds capacity in the implementation of our school-wide programs.

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 that our students will consistently aim to exhibit the 4Cs across all aspects of College life, and in their interactions with staff and peers:

- Commitment
- Compassion
- Courage
- Creativity

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.

St Columban's PB4L - Student Values & Expectations

Values	Guiding Principles	Examples of Expectations
Commitment	As students of St Columban's College: • We actively engage in Curriculum, Enrichment and College activities • We adhere to our classroom expectations • We adhere to StC Policies & Procedures e.g. Uniform, Mobile Phone, Student Parking, Link, Technology & Social Media, and the Positive Behaviour Support Plan	**Commitment looks like** • being punctual, prepared and following instructions • listening and paying attention • engaging and participating appropriately and positively in all activities across the College
Compassion	At St Columban's College: • We communicate appropriately and treat others with respect • We consider the safety of ourselves and others • We respect the learning environment by allowing teachers to teach and students to learn	**Compassion looks like** • engaging, speaking and corresponding with others in a positive and respectful way • acting safely towards others and respecting personal space • respecting and caring for property and belongings
Courage	At St Columban's College: • We are resilient and accept challenges • We take responsibility for our learning • We value integrity by being honest and upstanding	**Courage looks like** • using effort and determination to address and overcome challenges • seeking out help and support when necessary • helping others in times of need – we are upstanders not bystanders
Creativity	At St Columban's College: • We are problem solvers • We consider self-development key to personal growth • We are adaptable	**Creativity looks like** • identifying issues, exploring solutions and applying strategies • welcoming feedback as an opportunity for improvement • being open-minded about other's perspectives, being inclusive, and valuing diversity

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:

- End of year and beginning of school year orientation activities and programs
- School camps, reflection days and retreats
- Educative programs including social and emotional health, peer relationships and resilience, digital literacy and intelligence
- Specialised Enrichment program in literacy and numeracy for students across middle and senior school

- Daily Pastoral Care time and program

- Time built into orientation program and the first weeks of school to educate students around expectations, programs, time management and learning and self-management strategies to facilitate and promote success

- Assemblies – College, House, Year Level and Middle/Senior Phase to provide messages pertinent to specific groups at relevant times.

- New student orientation

- Student leadership formation and development

- Student and senior leaders supporting younger peers through ALBI buddy program.

- Embedding of "The Resilience Project" and GEM-EL (Gratitude, Empathy, Mindfulness and Emotional Literacy) across Year 7 and 8 classes.

3. Feedback: Encouraging Productive Behaviours for learning

a) 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 noncontingent) and a tangible reinforcement system.

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

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Celebrations (Birthdays, "Outside" achievements, Assembly recognition, PEP Rewards)	Public Display of work (classrooms, library, Chapel, Trade Training Centre
Articles in St Columban's College Newsletter and Yr level Sways	Praise/Encouragement (Verbal/Written), PEP points
Announcements on the College Website, Social Media platforms	Phone calls, emails or face-to-face communication to parents

Award ceremonies rewarding academic, application and service excellence	PB4L principles – teaching and actioning positive behaviour and positive behaviour changes and rewarding such
	positive behaviours via the PEP (Positive
	Engagement Program)

b) *Tier 2 Targeted Supports*:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.
- Social Skills programs such as –Check-in-Checkout, Rock & Water, StC Shed, and Kindness Movement
- Restorative Justice Processes (Link Program). The Link process is a supportive framework where students are guided to make better choices through planning,

problem solving and restorative justice practices. The Link room is designed to give students an opportunity to tell their story as well as considering how their actions have impacted others. It is a learning space for students to develop strategies they can implement toward future responsible classroom behaviour (see also Appendix B – Link Process).

- Accessing and engaging with external support agencies
- Arranging, where appropriate, work experience and work sampling opportunities

c) 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:

- Personalised Plans (PPs)
- Safety & Wellbeing Risk Assessments, and Safety Plans
- Functional Behaviour Assessment (FBA)
- Support from our specialist staff (i.e. Pastoral Leaders, Support Teacher: Inclusive Education, Guidance Counsellor, Careers)
- Wrap around with external agencies
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.

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 A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
• Supervised calm time in a safe space within the classroom eg near teacher's desk, with school officer • Supervised calm time in a safe space outside of the classroom eg relaxation room, Wellbeing space • Set and reinforce limits • Individual crisis support and/or safety management plan	• Teacher – student conversation • Work it out together plan – teacher and student • Teacher – student – parent meeting • Teacher – student – leadership conversation	• Student apology and recognition of error • Opportunity to reflect on actions and make plan for changes • Student contributes back to the class or school community • Restorative conversation between stakeholders as required • Restorative Conference as required

In addition, de-escalation crisis prevention and support strategies may include productive pedagogy to engage students, knowing our students, their triggers and de-escalation methods, cultivating positive rapport and relationships with our students. Growing student awareness of expectations and boundaries, and clear and consistent consequences implemented should expectation/s not be met are an important step in creating consistency and setting high and consistent standards for students. Examples of responding to unproductive behaviour can be found in Appendix B.

5. BCE Formal Sanctions – Responding to Unproductive Behaviour

St Columban's College strives to create learning environments which are supportive of all learners and where the community experience an authentic sense of belonging and feel safe and valued. As a learning community we align our policies and procedures with Brisbane Catholic Education – Student Behaviour Support Policies and Procedures. At all times, staff respond and manage inappropriate student behaviours while maintaining the dignity of the student and using appropriate strategies to reinforce the College's Values and Expectations.

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate.

Formal sanctions include the following:

1. Detention/Reflection Room/Yard Withdrawal
2. Suspension
3. Exclusion

a) Detention - Reflection Room / Yard Withdrawals

Purpose

In conjunction with BCE's Detention Procedures, the purpose of this section is to outline St Columban's process for managing detentions as a formal sanction under BCE's Student Behaviour Support policy.

Definition & Types of Detentions

A Detention is any period when a student is required to remain at school, in a location or in an activity, in non-class time, such as lunch breaks, recreation time, (before or after school as a final option).

Detention can be used as a deterrent to unproductive behaviours by indicating to the student the consequences of such behaviours. A detention may be used immediately (during the school day) by a class teacher or school leader to respond to an incident of unproductive behaviour. A detention may also be nominated to take place the following day or later time.

A Detention may include:

- Referral to the Reflection Room for Pastoral or Academic unproductive behaviour
- Referral to the Lunch Withdrawal Room for higher level or repeated unproductive behaviours.
  The time during a Detention is used for:
- Repairing relationships
- Applying restorative practices
- Making plans for appropriate behaviour
- Completing classwork
- Rehearsing alternative behaviours

Notifications

- Students who have been referred to the Reflection Room or for Lunch Withdrawal will be added to the StC Behaviour App
- A notification is then sent to parents via email informing them that their student has been referred for either a Reflection or a Lunch Withdrawal
- A notification is also sent to students via email
- In some instances, a member of staff may also contact parents.

Detention Requirements

- a detention may be nominated by a teacher or member of the leadership team
- a detention must be recorded in Engage as a response to the behaviour incident
- the location of the Reflection Room and Withdrawal Rooms are M1.3, the House Leader's Office or the Link Room
- detentions are supervised by a member of one of our leadership teams, teacher or Pastoral staff
- the student's safety and wellbeing needs are addressed, and the student is given appropriate access to food, drink and toileting facilities
- students with multiple detentions are to be referred for behaviour supports

b) Suspension

Purpose

The purpose of this section is to outline St Columban's guidelines for managing the suspension of students as a formal sanction under BCE's Student Behaviour Support policy.

Definition & Types of Suspensions

A suspension is the temporary, full-time, or part-time withdrawal of a student from the school and/or school related functions for a defined period.

- Suspension can be conducted as an in-school suspension or an out-of-school suspension.
- Suspensions 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.
- In some circumstances, the Principal or their delegate may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees where the safety risk cannot be mitigated in the short term by any reasonable strategies, or behaviour that may be of a criminal nature.

Roles & Responsibilities

The decision to enact a suspension of student can only be made by the College Principal or their delegate. It is typically used when other available measures have been exhausted, or where the situation is serious, or demands an immediate response.

The Principal or their delegate also ensure:

- That parents are notified of the suspension decision
- The suspension is recorded in the Engage Student Support System Suspension Register.
- That they Consult with the appropriate BCE Senior Leadership for suspensions over five (5) days or more.

Grounds for Suspension

A Principal or their delegate my suspend a student for:

- 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 other students
- serious breach of the school Student Behaviour Support Plan
- possession of alcohol or a suspected illegal drug
- violence or threat of serious physical violence
- concerning or serious sexual behaviour
- possession of a weapon or knife
- verbal abuse

Appeals Process

As part of the suspension procedure parents/guardians have the right to respond to or appeal the suspension. Appeals for suspensions less than five (5) days are directed to the Principal. For suspensions of six (6) or more days the appeal are directed to the Senior Leader - School Progress and Performance.

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au.
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

The appeal process is a thorough review of all documentation associated with the Suspension decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination, and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their suspension.

Communication

A discussion with the parent is a required part of the suspension and return to school process, and it is expected that a parent/legal guardian will participate.

The principal (or delegate) will inform the student and parent/legal guardian of the reasons on which the decision to suspend has been made. Students and parent/legal guardians will be given an opportunity to respond. In some situations, discussion may be required regarding continued access for the suspended student to attend school-based activities, such as apprenticeship or traineeships.

Notification can take place by phone to parent/legal guardians. Notification will also be provided in writing within a reasonable amount of time.

c) Exclusion

Purpose

The purpose of this section is to describe St Columban's process for managing Exclusions as a formal sanction under BCE's Student Behaviour Support policy.

Consideration of Exclusions

Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions approved by Executive Director or delegate. The purpose of exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

Roles & Responsibilities

A decision to exclude from a school can only be made by the Learning Services Executive on recommendation from the Principal, through the Senior Leader – School Progress and Performance, and the Head of School Progress and Performance.

Additionally, if a student commits a serious illegal act or a serious breach of the School Behaviour Support Plan, the Principal may impose an immediate suspension and make a recommendation to the Learning Services Executive through the Senior Leader – School Progress and Performance and Head of School Progress and Performance for exclusion. In such a situation the suspension will continue until such time as a decision is made in respect of the recommendation to exclude.

Communication

The Principal will:

- request a meeting with the student's family member to outline the process and the reasons for the Exclusion recommendation.
- notify the student and the family that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing seven (7) school days for the student, and family to respond.

6. Bullying and Cyberbullying – information, prevention, and school/college responses

At St Columban's College, our Positive Behaviour for Learning framework centres around teaching students to build and maintain positive relationships. This section outlines what positive relationships are and how we promote them. Sometimes relationships break down and this can sometimes lead to bullying. Below describes how the St Columban's College Community will work collaboratively in such situations to ensure the wellbeing and education of all.

At St Columban's College we recognise that there is a difference between conflict between peers and ongoing bullying against someone who cannot defend themselves. As such, we have different processes for responding to those scenarios.

Positive Relationships are demonstrated when staff and students...

- ✓ Are inclusive of others
- ✓ Stand up for those who cannot stand up for themselves
- ✓ Are kind and respectful to each other
- ✓ Report any instances of bullying using the school's bullying reporting process

Positive Relationships do not involve:

- ✓ Excluding others
- ✓ Ignoring others in need of help
- ✓ Using offensive language and put downs
- ✓ Not reporting instances of bullying to staff

To promote positive relationships at StC we pledge to:

Teach students how to maintain positive relationships by modelling and explicitly teaching across curriculum areas:

- ✓ compassion towards one another
- ✓ assertive communication
- ✓ conflict resolution recognizing and responding to bullying
- ✓ social problem-solving
- ✓ empathy and perspective taking

We also pledge to ensure the wider community has access to the College's Positive Relationship Policy to confidently enforce it.

St Columban's College has a zero-tolerance and educative approach to bullying and harassment. All members of the College community (students, parents, staff) have the right to feel safe and welcome at all times.

Students who witness or experience bullying are strongly encouraged to discuss their concerns with any staff member from the College. Students and parents are encouraged to discuss any issues in person, phone or via email. Staff members once informed of allegations of bullying are to inform the relevant Pastoral Leader, Student Wellbeing Leader and Assistant Principal – Wellbeing and Engagement immediately. All allegations of bullying and harassment will be taken seriously and investigated thoroughly. It is a priority that all students (victim and perpetrator) involved in bullying issues will receive significant counselling and pastoral support to learn from the incident.

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

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

• Professional development around PB4L – Creating Positive Learning Environments

- Online Cybersafety – Parent Workshop

- Professional Development for all staff – Live Action Behaviour Management Workshop

- Data Informed Practice Workshop

2. <u>Teaching about Bullying and Harassment</u>

• Health and Physical Education Curriculum, Personal, social and community health: Making healthy and safe choices.

Students learn to:

o plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing (AC9HP10P10).

o Designing and evaluating strategies to enhance their own and others' mental health and wellbeing such as regular physical activity, positive self-talk, consistent sleep habits, mindfulness, and social connection (AC9HP10P10).

3. <u>Responding to Bullying and Harassment</u>

3.1 Reporting Procedure for Students, Families and Staff of incidents of bullying and harassment

3.1.1   PROCESS FOR REPORTING BULLYING

Bullying is the repeated, purposeful, harmful behaviour inflicted on someone with less power. Power can be social, physical or emotional.

If a student believes they are being bullied, has witnessed bullying, or a teacher witnesses bullying the following process is followed:

1. A staff member must be informed of a student's concern. Once informed, the staff member will ensure the student feels heard and safe, and will explain the reporting process.

2. Staff member instructs student to complete incident report, detailing who was involved, what happened, when it happened, where it happened, and bystanders to the event. A staff member may ask another student to assist or will assist the student themselves.

3. Pastoral Leaders are responsible for investigating the Incident Report and managing the response.

4. The response will include parent/carer contact and one or more of the following depending on the severity:

    a. Detention/suspension

    b. Restorative meeting to facilitate apology and amend behaviour

    c. Increased supervision in class and break times

3.1.2   FOR PARENTS & CARERS

What Should You Do If You Are Worried About Bullying?

✓ Stay calm. Your child will look to you as a guide of how to react.
✓ Thank them for opening up to you and promise your support.

- ✓ Ask your child what they would like you to do. They may not want you to contact the school for fear of the bullying becoming worse. Let them know that if you do nothing, nothing will change. Reassure them that you will talk to the school together and they will be involved in deciding what action is taken.
- ✓ Ask your child to meet with their Pastoral Leader. Please email or phone to ensure that this contact has been made. The Pastoral Leader will follow the school's bullying process and will continue to check in with the student to ensure the bullying has stopped.
- ✓ Encourage your child to keep reporting instances of bullying if they occur after the initial report has taken place.

To Work Collaboratively, We Ask Parents To:

- ✓ Ensure your child has informed us as soon as you are concerned that bullying has taken place.
- ✓ Understand that we may need time to investigate the bullying before making a decision on a course of action.
- ✓ Appreciate the College cannot always discuss the details of the investigation process, however we gauge the success of the process by whether the bullying has stopped.
- ✓ Be aware that when bullying happens outside of the College, we will need to work collaboratively to ensure that students feel comfortable and safe coming to school.

Outcomes of Bullying:

It is important to be observant of any changes to a student's presentation so that we can act early and respond to bullying. Bullying can lead to changes in a child's behaviour, such as:

- ✓ Suddenly avoiding school or social activities
- ✓ Changes in mood
- ✓ Sudden decline in academic performance
- ✓ Changes in sleep patterns

3.1.3   FOR STUDENTS:

If you think bullying is happening to you, the school asks that:

- ✓ Report immediately to a teacher or your parent/carer.

- ✓ Keep talking to them until things start to change for the better.

- ✓ Don't retaliate or respond. This might make things worse or get you in trouble too, particularly on social media as the entire conversation leaves a digital footprint.

- ✓ Where possible, avoid the bully and their friends—block them on social media and change your privacy settings.

- ✓ Ask friends who have witnessed the bullying to report it with you.

- ✓ If others keep trying to talk to you about the bullying, ask them to report it with you to a teacher instead. This will prevent gossip and the situation from escalating.

✓ If the bullying is happening online, bring evidence of this with you when reporting.

What Should You Do If You See Bullying?

✓ Say something supportive to the person being hurt. Let them know you have seen it and you care about them. You could say: "I know you must feel pretty bad, but they are the one with the problem.", "Do you want me to come with you to the office to tell a teacher about this?", "Would you like to come and hang out with us?"

✓ Make sure the person bullied has told or will tell the House Leader. If you hear rumours or gossip, say 'I'm not interested' and don't repeat it.

✓ Don't resend or respond to messages that are offensive, even if you think you are defending someone. Engaging in a fight with someone who is bullying another person may result in:

  o Escalating the bullying and/or making yourself a target

  o Implicating yourself in the problem

3.2 How St Columban's College Responds to Incidents of Bullying and Harassment.

Unfortunately, school students often get involved in fights or disagreements. Students may be hurting each other on purpose and repeatedly, but all students are equally responsible for the hurt going back and forth. For example, students might be calling each other names but there is no power imbalance, and they are equally involved in, and responsible for, the conflict. In this case, we can help your son and daughter by offering the following school-based intervention:

✓ Mediation whereby students and their House Leaders meet to negotiate a resolution or facilitate reconciliation.

✓ Students are explicitly taught conflict resolution strategies

✓ Students are taught how to safely use their online platforms

✓ Students are taught and encouraged to use positive and assertive communication strategies

3.2.1   Staff Process:

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 or recorded as Minor – Teasing in Engage.

➢ **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

➢ **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

➢ **Plan** the response with the student/s and their families to provide support, teaching and strategies.

➢ **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. <u>Preventing Bullying and Harassment</u>

At St Columban's College, we plan for a safe, supportive and inclusive school to prevent bullying and harassment. This includes:

1. **Student assemblies**: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. For example, student leader-led role plays and examples, PC discussion and activities and engagement in antibullying awareness days.

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. For example, staff engage and provide resources with a number of anti-bullying activities throughout the year (including Harmony Week where a number of activities take place promoting wellbeing and positive relationships), promoting student awareness through 'Orange round' at TAS Sport.

3. **School staff** have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.

4. **New and casual staff** will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

a. Staff Induction – Each new Staff Member/Relief Staff are given a thorough Staff Induction which includes running through all the school's strategies around Student behaviour.

b. At the start of every school year, all staff are given a refresher around how St Columban's address student bullying behaviour.

5. **Communication with parents**: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour:

- Parent Information Sessions

- Emails/Sways

6. **Explicit promotion of social and emotional competencies** among students:

Curriculum education e.g.

- Health and Physical Education, Years 7-10 Curriculum

- Religious Education, Years 7-10 Curriculum Pastoral Care Program, Years 7-12

Cocurricular/Enrichment Program e.g. Kindness Movement, Advocacy Programs

7. **Whole school programs** to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection

(schools are recommended to combine the use of the Be You Programs Directory and – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

- Pastoral Care Program, Years 7-12

- Cocurricular/Enrichment Program e.g. Kindness Movement, Advocacy Programs

- Anti-bullying Awareness Days

- TAS Sport Round with uniforms designed to promote awareness of positive behaviours and choices around relationships and bullying (Orange Round)

Key contacts for students and parents to report bullying

Staff members – Pastoral Leaders (8 of in the school) Contact 5495 3111

Daniel Out – Student Wellbeing Leader. Contact 5495 3111

Steve Ruddy – AP – Wellbeing and Engagement. Contact 5495 3111

Cyberbullying

Cyberbullying is treated at St Columban's College with the same level of seriousness as direct bullying.

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

ONLINE BULLYING

Sometimes bullying will occur via students' electronic devices, at home and at school. If it is between students from St Columban's, it can impact on their feeling of wellbeing and

safety at school. If a student or parent reports that bullying has taken place via technological devices, and it is impacting on the student's feeling of safety at school, the Bullying Reporting Process will be followed. Parents are also encouraged to do one or more of the following:

✓ Contact the eSafety Commission (details below)

✓ Limit or restrict the student's access to social media platforms that expose the student to offensive and bullying behaviour.

✓ Teach the student how to use the social media platforms safely and responsibly, e.g. not responding to the bullying and blocking and deleting offenders.

eSafety Commission:

The eSafety commission has the legal authority to investigate complaints of cyberbullying and offensive/illegal content. If they deem the complaint to be cyberbullying or containing offensive/illegal content according to their standards, they can:

✓ Issue a notice for removal of the material from the digital media site (including messaging apps, online games, video/photo sharing sites, social networking sites)

✓ Refer the complaint to the police where a crime may have been committed**.**

Resources

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

• Bullying NoWay

• Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

Weekly meetings with stakeholders in the Middle and College Leadership teams are structured as such to assist in identifying, managing and strategizing student support structures required around such issues as absenteeism, behavioural, motivational, achievement and learning issues and social-emotional issues and analysing trends that might be emerging from ENGAGE and BI data.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions (Minor & Major)

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "dickhead", swearing under their breath
2	Physical contact	Student engages in nonserious, but inappropriate contact	Pushing and shoving, minor hands-on behaviour
3	Disrespect/noncompliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I'm not doing 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	Incorrect wearing of uniform eg shirt untucked, missing uniform items
6	Technology Violation - Minor	Student engages in nonserious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Phone visible and needing to be confiscated
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	Late to class or school
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 minor lies	"I didn't do it", low level plagiarism
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Minor teasing of another student, not repeated behaviour nor power imbalance
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

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.
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	Stealing school or personal property

	Descriptor	Definition	Example
		destroy or permanently deprive the person of it	
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 Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public 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 B - Link Process

Our school values an inclusive approach to student behaviour support. Our Student Behaviour Support Plan outlines the importance of positive behaviour for engaging in learning for all students. We aim to nurture and develop students in a safe and supportive learning environments that are grounded in our Catholic faith and the Edmund Rice Charism of Presence, Compassion and Liberation.

Link is a tier 2 support program that ensures the real purpose of teaching and learning can proceed without disruption. The Link Process aligns with the Positive Behaviour for Learning (PB4L) strategies for responding to unproductive behaviour (see below flowchart).

Students who have been persistently disruptive, unsafe or persistently non-compliant may be referred to the Link Room. The Link Room offers a quiet space for students to commence working on a plan that will be used as the basis for a restorative conversation with their teacher. Emphasis is placed on our expectations of Commitment, Creativity, Courage and Compassion to help problem solve issues. In some instances, students may be able to return to their class after they have completed the Positive Behaviour Plan.

At the discretion of the teacher, parents may be notified are each referral. As part of the Link process parents are contacted via email or directly after a student reaches 2 or more referrals in a term. Multiple referrals are monitored and followed through other Tier 2 or 3 support systems. Repeated referrals during a term may result in Reflection, Yard Withdrawal, or Suspension.