



San Sisto College

**SCHOOL STUDENT BEHAVIOUR SUPPORT
PLAN 2025**

School Mission and Vision; Teach Challenge Transform

San Sisto is a Catholic secondary college for girls established in 1961 by the Dominican Sisters. In the spirit of the Dominican motto, *Veritas*, members of the San Sisto community are engaged in a search for the truth. The Australian Dominicans proudly trace their history via Ireland, back to St Dominic who lived and preached the Gospel in the thirteenth century. Dominic’s ideal was to seek and teach the truth, and this is enshrined and espoused in *Veritas* the Dominican motto.

San Sisto in Rome was given to St Dominic in 1220 as a convent for the Dominican Sisters who still live there today. San Sisto College, Carina, was founded in 1961, and the Dominican Sisters named the College after the historic convent in Rome. “San Sisto” means St Sixtus, in Italian. This was the name of one of the early Popes who suffered martyrdom for the Faith.

The College provides an authentic experience of Catholic Christian community which includes the Dominican values of truth, joy, faith and prayer, justice and compassion, community and service, and a love of learning.

The San Sisto College **Mission** is to be a Catholic community in the Dominican tradition where the heart, mind and spirit of each young woman is nurtured, challenged and shaped by the lived experience of the Gospel.

Truth (Veritas)	Truth—Veritas—is the principal motto of the Dominicans, and we are the heirs of the intellectual and spiritual search for truth. Our community believes that study offers us the most compelling means through which to engage in the search for truth.
Joy	Our community is a place where friendships are forged within a spirit and foundation filled with joy.
Faith and Prayer	Our community values the theological virtue of faith, that we may live our lives in love of the Lord and in prayer.
Justice and Compassion	As a Dominican Catholic college, our core mission values compels us to study the needs of our times and promote changes that ensure justice for all people and the well-being of all creation. The story of Dominic is one of compassion – as a young college student he sold his books to feed those who were starving. Community life is formed by living together, but more importantly, in a variety of circumstances, community is a place of friendship and laughter, where we foster inter-dependence, and a sense of the common good. Community is where we find

	strength when we feel weakened; inspiration when we are low; and joy when we have reason to celebrate. We believe the suffering of others cries out for our compassionate response.
Community and Service	<p>Our community is made up of various groups and individuals including our students, staff, families and parish – local and global, who are all are welcomed in the Kingdom of God.</p> <p>Service is one of the pillars of the early Catholic church. This refers to the idea that just as Jesus served, so must we. Service is one of the truest acts of love in the Christian tradition.</p>
A Love of Learning	Our community values a love of learning, both formal and informal, giving substance to our efforts to build peace and create a more peaceful world. Through study, we draw wisdom from Sacred Scripture, the tradition of the Church and our Dominican Family, the mysteries of creation, the arts and sciences, and through our own experiences. As a community, we engage in critical reflection, communal study and dialogue on issues affecting our community, Church and world.

Living our vision of people of integrity who are empowered to:

- Seek and appreciate excellence and beauty
- Seek and proclaim Truth
- Seek connectedness with God and others
- Respect self, others and all God's creation
- Engage passionately with life and learning.
- Live in hope.

St Dominic and the orange tree story provides a metaphor of our Dominican values and charism. May we value and celebrate:

- Each phase of our growth
- Each opportunity that enriches development
- Each encounter with another
- Each experience of God's presence in our lives.

We believe that integrity lies at the intersection of our values, time and action.

Our School Context

San Sisto College is a learning community of approximately 900 students, that specialises in the education of young women within a Catholic environment. While the college is situated in the suburb of Carina, the majority of the students come from the outlying east and south-eastern suburbs of Brisbane, accessing the school by train or bus. The students mostly come from working class families. Enrolments are drawn from as many as 22 different Primary Schools Catholic and State and 16 different parishes.

We seek to promote the principle that all members of our community (students, parents and staff) are learners. We have developed strategic, carefully integrated programs to maximize learning in the intellectual, social, emotional, psychological, physical and spiritual domains. As a BCE College, San Sisto's Learning and Teaching policy is based upon Brisbane Catholic Educations' Learning and Teaching Framework.

Catholic ethos, Dominican heritage and College Values permeate the fabric of life at the college. It is expected that college practices, policies and procedures all reflect our values. Central to all we do is an attention to Right Relationships, Personal Well-Being and High Expectations. These elements help bind our strong community.

Our dedicated staff of over 80 staff provides academic, pastoral and spiritual support for the student body.

Consultation and Review Process

This policy has been developed in consultation with staff, students and parents and is reviewed bi-annually. The policy is informed by the BCE ENGAGE database and current evidence based best practice in the area of student engagement and learning.

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.

San Sisto College recognises the various developmental stages of a student in its delivery of a formal and informal curriculum. In so doing the staff of the College believes that there is:

- recognition that the primary task of the College is learning and teaching;
- involvement of all in the college community in the overall process of teaching and learning;
- recognition that students' needs vary and hence, pedagogy will vary to meet different needs;

- learning that is active and ongoing;
- learning that empowers students to take ownership of their lives and the directions that these may take;
- recognition and respect for the origins and ethnicity of all in the College community;
- respect for language that is inclusive and cognizant of all in the community;
- acknowledgement of achievement of students in sport, academia, the spiritual/religious life of the community and in wider community service;
- consideration given to educational philosophies that enhance and promote individual and group teaching and learning;
- consideration of the personal developmental stages of students and the societal influences on them, recognizing their growth, religious backgrounds and transitions through the various stages of their schooling;
- acknowledgment of the contribution that can be offered by all students in all year levels (representation in a range of activities, student leadership roles);
- promotion of collaborative “right relationships’ within the school and with the wider community;
- an honouring and celebration of the cultural heritage of all students and the diversity of cultures that exists within the school community;
- understand socio-economic status of students;
- inclusive of students with specific learning needs.

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.

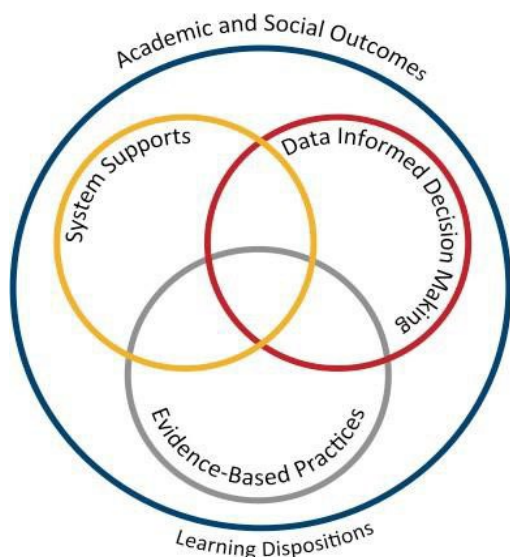


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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

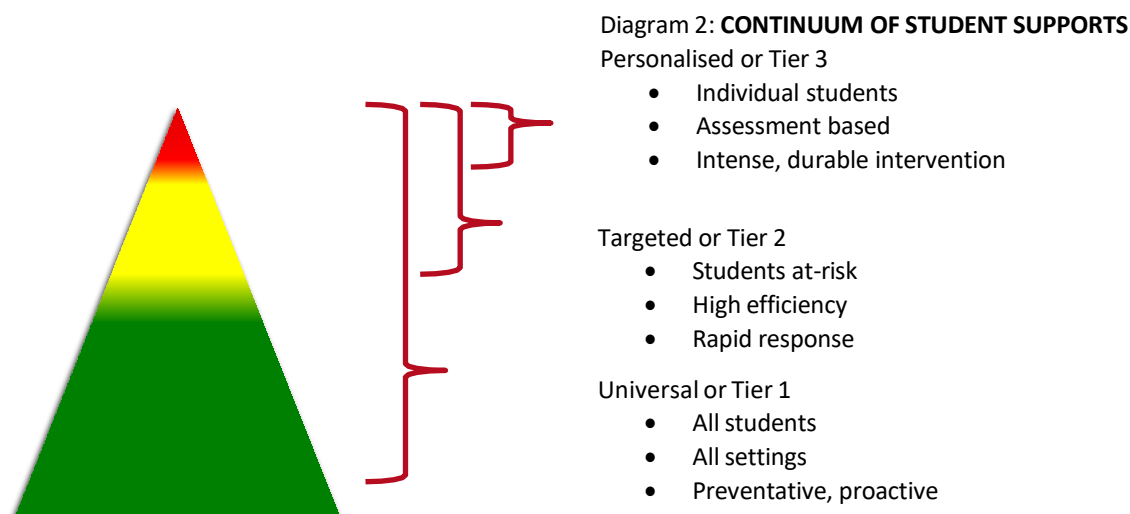
behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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.



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

The main carer on a day-to-day basis for each student at San Sisto College is the Homeroom Teacher. The HR teacher meets with students every morning and is responsible for their general wellbeing in the College as are the Student Wellbeing Leaders, Guidance Counsellors and Wellbeing Team. The HR teacher will refer issues to the Student Wellbeing Leader, Assistant Principal Student Wellbeing or other support staff when necessary. HR teachers meet with their Student Wellbeing Leaders every second week on Friday to discuss matters pertaining to student wellbeing and refer to BI and Engage Student Support System data to identify and support students at risk.

The Assistant Principal Student Wellbeing responds to the most serious student issues which may arise. If students are experiencing difficulties or problems, they should approach their HR teacher to discuss the matter. The HR teacher works in partnership with the Wellbeing Team to ensure the welfare of all students at the College.

The Wellbeing Team consists of the Principal, the Assistant Principal Student Wellbeing, the Student Wellbeing Leaders, the Guidance Counsellors, the Wellbeing Officer and the Support Teacher Inclusive Education. This team works in collaborative partnership to provide pastoral support for all students. The Wellbeing Team meet formally every second week as a whole team as well as a targeted Year Level meeting every 10 days to discuss matters relevant to student support in each year level. They identify students at risk through the use of BI and Engage Student Support System data and develop strategies to help them to thrive.

The College Counsellors are available for all our students. Counsellors will deal confidentially with any student or parent/guardian who seeks assistance. The counsellor works in consultation with members of the Leadership and Wellbeing Team to assist the students with their needs. The counsellor will also work in conjunction with the VET/Careers Leader with student enquiries with regards to career development.

The Support Teacher Inclusive Education is also available to support staff and students. The Support Teacher Inclusive Education assists in identifying inclusive practices that create effective learning environments for students.

At the start of each year and throughout the year, the Assistant Principal (Wellbeing) conducts a session with all staff articulating the whole school approach to behaviour support which is based on the PB4L framework. Student Wellbeing Leaders in their meetings with Homerooms teachers also articulate how the Behaviour Support Plan is implemented for different year levels.

Once per semester, a staff meeting is dedicated to professional learning for teachers with regards to skill development of staff. In the past, this has included topics such as the PB4L framework, Tier 1 supports, the Function of Behaviour, fostering a sense of belonging and student protection training.

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:

RESPECT AND CARE FOR OURSELVES

All students are encouraged to:

- respect themselves and others at school and in the community;
- be honest, truthful and trustworthy;
- be self-disciplined;
- be resilient;
- value the opportunity of education; and
- set and work towards personal goals which are realistic and achievable.

RESPECT AND CARE FOR OUR RELATIONSHIPS WITH OTHERS

As members of the San Sisto College community we believe that:

- in our interactions with others we are kind, just, compassionate and inclusive;
- we have the responsibility to lead by good example;
- we demonstrate our acceptance of others and are supportive and encouraging of them; and
- our caring behaviour will reflect the respect we have for the person and property of all.

RESPECT AND CARE FOR OUR COMMUNITY

The students of San Sisto College will:

- be aware that their actions reflect on them and their College;
- observe all community expectations in their actions e.g., public transport expectations and respect for the environment;
- follow College uniform guidelines; and
- show courtesy and respect towards those within the College and wider community.

RESPECT AND CARE FOR OUR LEARNING

Each student will:

- allow all students the opportunity to learn and teachers to teach;
- show personal responsibility for learning;
- participate and co-operate in class;
- show respect and courtesy towards College staff, students and visitors; and
- be punctual and arrive at class with all materials needed for learning.

RESPECT FOR OUR FAITH TRADITION

We expect that students will:

- appreciate the need for an atmosphere of quiet reflection leading to prayer;

- participate in community prayer, feast days, liturgy and spiritual formation opportunities; and
- follow Church customs and practices with dignity, respecting the sacred space.

Our school behaviour matrix is currently being developed and will act as a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. This matrix will allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. See Appendix 2 of this document.

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 Induction Program
- Positive Development Education Program, weekly throughout the year
- Time built into the first weeks of school and increased later in the year
- Assemblies followed by group practice
- Target support – Tier 2 Interventions
- New student orientation when needed
- Student leaders support younger peers e.g. Big Sister/Little Sister, HRs

The Pastoral program at San Sisto College is based on our commitment to engaging in positive and meaningful relationships with all members of the community. We recognise that providing positive support for students is at the very foundation of our College ethos. This positive support must be at the core of all relationships throughout the College. We endeavour to engage students through their participation in all aspects of the College community life.

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.

Specific PB4L Tier Strategies aimed at Teaching expected Behaviour will include:

- Teachers as effective classroom managers;
 - Classroom rules that align with school expectations that are defined and explicitly taught by staff
 - Classroom procedures and routines are defined, taught and practiced regularly.
 - Active supervision by teach with feedback to students about engaged behaviours for learning during the lesson.

- The development of positive relationships:
 - Teachers recognise the significance of developing and maintain positive relationships to improve social and academic outcomes for students.
 - The offering of opportunities to respond so that students can contribute to their own learning and the learning of others.
 - Positive, supportive strategies are in place to respond to productive student behaviours for learning that help to build relationships.
 - Positive, supportive strategies are in place to respond to minor unproductive student behaviours that maintain and sustain relationships.

RECOGNITION OF POSITIVE BEHAVIOUR: CLASSROOM

- Classroom teachers may provide this positive support to students using some of the following strategies:
 - giving verbal praise.
 - giving written praise in the student diary.
 - contacting parents of their HR students as a form of welcome.
 - providing guidance and advice to students on how to show courtesy and respect for others.
 - encouraging students to take responsibility for their actions and to seek solutions to their own problems.
 - displaying student work.
 - giving positive feedback on student work or behaviour.
 - sending letters/emails of commendation to parents.
 - assisting students with organisational skills and meeting deadlines.
 - assisting students with assignments.
 - giving students extra tuition where necessary.
 - making appropriate modifications to assessment tasks where necessary.
 - providing opportunities for student success.

- attending parent information evenings in order to develop partnerships with parents.
- allocating students areas of responsibility within the classroom.
- encouraging students to participate in class activities
- encouraging students to participate in extra-curricular activities.
- encouraging students to participate in House activities.
- encouraging students to participate in team-based projects or activities.
- referring students to staff who may assist them e.g. School Coordinator, the Counsellors, Assistant Principal/Deputy Principal, VET Leader.
- nominating students for awards at School and College assemblies.
- nominating students for awards at the awards evening.

RECOGNITION OF POSITIVE BEHAVIOUR: WHOLE SCHOOL STRATEGIES

The successes and efforts of staff members and students are acknowledged in the following ways:

- Special ceremonies such as the Year 12 Graduation Ceremony, Leadership Handover Ceremony, Formal and Semi-formal.
- Annual celebrations such as feast days, liturgies, sporting carnivals and San Sisto Day.
- Special acknowledgements at year level assemblies and College Assembly.
- Academic Awards are presented at the end of the year college Awards Night and recognise those students who consistently demonstrate exemplary application to and achievement in their studies.
- Sporting Awards are given at both College assemblies and the College Awards night at the end of the year.
- Positive recognition of high attendance targets.
- Cultural awards are presented at the end of each year and recognise those students who consistently demonstrate exemplary application to cultural groups within the college.
- Service awards are presented at the end of each year in recognition of students who offer themselves in service to the college and the wider community.
- Special acknowledgements at fortnightly year level assemblies.

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 interventions 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:

- Restorative Justice Processes
- The Student Support Card or Check-in Check-out. 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.

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 with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- 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).
- Wrap-around approach utilising support from Guidance Counsellors, Student

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 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

In addition, de-escalation crisis prevention and support strategies may include;

- Bringing a student back on task by use of voice, gesture, eye contact, body language.
- Issuing a verbal instruction to a student to modify their behaviour.
- Separating a student from other students or repositioning them to a more suitable position in the room.

- Providing opportunities for a student to modify their behaviour.
- Giving a short period of time out within the immediate classroom environment.
- Recording instances of student misbehaviour (ENGAGE).
- Communicating with parents via phone or email.
- Directing a student to complete extra work during the lunch break or for homework.
- Directing a student to perform community service at lunch break e.g. picking up litter.
- Supervising the student at after-school restorative session.
- Contacting parents to resolve issues by working together in partnership.
- PLEASE NOTE: The use of corporal punishment is prohibited at San Sisto College.

When difficulties arise students will be engaged in an active and supportive model of behaviour management.

- a) The College will support students
- b) The College will clearly articulate its expectations of behaviour to students and parents.
- c) Consequences for breaches of expectations will be dealt with in a consistent and fair manner within a Catholic context of support.
- d) The College will actively work in partnership with parents and students to positively and proactively nurture students in making appropriate choices.
- e) Where breaches of expectations occur the College will consider individual circumstances and needs but will make decisions based on the care of all students. The College will develop and implement proactive programs where students are supported in adjusting their behaviour patterns.
- f) Where necessary the College may refer the student and family to external counselling and support agencies.

5. BCE Formal Sanctions

Restorative Lunchtime Session

The Student Wellbeing Leaders and Assistant Principal Student Wellbeing of San Sisto College, if satisfied that a student has behaved in an inappropriate manner, may impose a learning opportunity on that student in the form of a Restorative Lunchtime Session or Community Service. This authority may also be delegated to teaching staff in accordance with the San Sisto College Student Behaviour Support Plan. The use of the Restorative Lunchtime Session or Community Service as a method of managing student behaviour is at the discretion of each school.

- Teachers may issue a student Restorative Lunchtime Session or Community Service for unproductive student behaviours by indicating to students the immediate consequences for such behaviours. This Restorative Lunchtime Session will be facilitated in the WELL. Community Service will be facilitated during lunchtime and consist of assisting with giving back to the community.
- A member of the teaching staff or College Leadership Team will supervise these sessions.
- The student should be readily observable and supervised by an appropriate

member of the school staff;

- The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way;
- Interaction between a student and the supervising staff member should be emotionally neutral: the aim should be for the student to devise a plan that negotiates re-admission to class, complete educative activities around the issue that was identified or make a plan to rectify uniform.
- A Teacher may choose to run a lunchtime Restorative Session to occur during non-class time including break times, and are supervised by a teacher and this time might be used to:
 - Repair relationships,
 - Apply restorative practices,
 - Make plans for appropriate behaviour,
 - Completion of classwork,
 - Rehearse alternative behaviours.

Suspension process

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff.

The Principal may suspend a student for:

- persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse,
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of others,
- breach of the school's Student Behaviour Support Plan,
- students who seriously break school rules.

Suspension of student enrolment may occur to:

- ensure all students are safe
- 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.

A suspension of student enrolment may occur at the discretion of the Principal and is communicated to parents/caregivers. The Assistant Principal Student Wellbeing coordinates the process of the suspension on the Principal's behalf including notification of Suspension via phone call and then an official Suspension letter generated through Engage (See Appendix H), creation of a Suspension record in Engage, ongoing communication with parents/caregivers, facilitation of the re-entry process and coordination of support for the student going forward.

Exclusion

In extreme circumstances, a Principal may, in consultation with the Senior Leader, make a submission to the Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Principal may recommend Exclusion as a last resort when other behavioural supports outlined in the Student Behaviour Support policy have been unsuccessful.

They may consider Exclusion with the following considerations:

- 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.

PROCESS FOR APPEALS

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

Appeals by parents/caregivers, or students living independently, are made to:

- The Principal of the school: in relation to a decision to suspend a student for 1 to 5 days. Parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an

unreasonable decision has been made, may appeal a suspension that is 1 to 5 days to the Principal.

- The Senior Leader: in relation to a decision to suspend a student for 6 or more days from a particular school
- The Executive Director: in relation to a recommendation to exclude a student from a Brisbane Catholic Education school.

The Principal of a school will ensure that:

- Appeals are made in writing, stating the grounds on which the appeal is being made.
- A parents/caregivers or independent student is given assistance, if required, to help with the appeal process. A support person could assist the parents and student to understand their right to, and the process of appeal.
- The school should also ensure that the parents and student have access to the appropriate paperwork and assistance to complete the paperwork, if necessary.
- Alternative options to respond will be considered.

Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

In an appeal against suspension, the Senior Leader will:

- Ensure, if possible, that the appeal is determined within five business days (5) after the application is made; and as soon as practicable after the decision is made give the person written notice of the decision.
- Ensure that communication lines are maintained with the person or persons making the appeal and that they are continually informed of the progress of the appeal.
- Review all relevant material.
- Ensure that appropriate material and information have been made available to the student and parents/caregivers.
- Discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate.
- Advise in writing all the parties of the decision and the specific reasons for reaching the decision.
- Where an appeal against a suspension is upheld, decide an appropriate resolution.

In the case of **exclusion**, the student will be suspended pending the decision to exclude and the Principal will make an application for exclusion to the Executive Director, through the Senior Leader and the Director - School Services. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents/caregivers to notify them of the Executive Director's decision.

In an appeal against exclusion the Executive Director will appoint a suitable person or persons to review the decision. Such person/persons will deal with the appeal within four (4) school weeks of its lodgement. (In cases where a parents/caregivers or independent student is receiving assistance for making an appeal, an extension of time may be necessary.)

- Ensure that communication lines are maintained with the person or persons making the appeal and that they are kept aware of the progress of the appeal.
- Review all relevant material.
- Ensure that appropriate material and information has been made available to the student and his or her parents/caregivers.
- Advise all the parties in writing of the outcome of the appeal and the specific reasons for reaching the decision.

If the appeal to the Executive Director is successful, consideration may need to be given to both re-instating the student's enrolment and the conditions on which re-enrolment might occur. This will be done through discussion involving the Principal, Area Supervisor and the parents/caregivers. As each situation is different, time frames for review and decision-making may differ.

It is understood that, in practice, Principals are in regular contact with Area Supervisors about suspension and potential exclusions and also seek their advice. In extenuating circumstances, any variation by a Principal to the above processes and procedures would need to be negotiated with the Area Supervisor.

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

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

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, explicit teaching of expected behaviour 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

Our College seeks to affirm each student's worth, dignity and vocation. Bullying contravenes this goal and may interfere with a student's right to strive for excellence in all dimensions of life. Bullying involves the misuse of power, position and privilege. It involves intimidation, coercion and deliberate control and can take several forms - physical, verbal, social, psychological and cyberbullying.

All students in our College have the right to an education free from humiliation, harassment and abuse. Bullying affects the whole College - not just the perpetrators and the victims. It can damage the atmosphere of a classroom, cause division in the playground, involve other members of students' families and can thus affect the climate of the whole College community.

Mutual respect is the foundation of all relationships at San Sisto College. We believe in the fundamental gospel value of treating others as we would like to be treated. We do not support bullying behaviours and are committed to being proactive and thorough in responding to bullying behaviours. Any reports of bullying at San Sisto College will be treated seriously and investigated promptly, fairly and impartially.

2. Teaching about Bullying and Harassment

The ACARA curriculum Personal and Social Capabilities, the BCE Religious Education Curriculum and the San Sisto Sister Standards are used to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

The ACARA Personal and Social Capability refers to a number of sub elements, which are embedded into the curriculum learning areas at San Sisto College. The sub-elements that explicitly relate to teaching about positive behaviours include:

- Recognising emotions
- Recognising personal qualities and achievements
- Express emotions appropriately

- Become confident, resilient and adaptable
- Appreciate diverse perspectives
- Contribute to civil society
- Understand relationships
- Communicate effectively
- Work collaboratively
- Negotiate and resolve conflict

Throughout the Brisbane Catholic Education Curriculum the Catholic Social Teachings are explicitly taught from Year 7 to Year 12. Further embedded into this curriculum are explicitly taught themes and concepts such as human dignity, respect and the rule of treating others the way you would like to be treated.

The Sister Standards and PB4L Matrix are displayed in every classroom throughout the College. Relationships are an integral part of these standards. Concepts such as kindness, justness, compassion, inclusivity, leading by good example, acceptance and support of others and important. Explicit teaching of Sister Standards and Values of the College occurs at the commencement of each year and throughout the school year. Further positive relationship concepts are outlined in the 'ourselves standard' and the 'learning standard.'

3. Responding to Bullying and Harassment

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 or conversation 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.

San Sisto College will determine whether a situation of Bullying has occurred.

Actions that follow would be:

- Record on engage
- Investigate
- Contact parents of responsible child.
- Student responsible for bullying actions is spoken to and informed of situation and given a chance to respond.
- Parents/guardians of alleged victim of bullying are informed and measures are put into place to ensure safety of this student. Some measures may include, the formulation of a safety plan which is then communicated to teachers.
- Apply outcomes on case by case basis.

4. Preventing Bullying and Harassment

San Sisto plans for a safe, supportive and inclusive school environment to prevent bullying and harassment. This occurs in:

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. This occurs through:
 - Presentations to communicate positive relationship messages.
 - Discussions around positive relationships free for bullying and harassment.
 - Clear direction from Student Wellbeing Leaders to students about San Sisto positive relationship standards.
 - Clear explanations around what is acceptable and what is unacceptable.
 - A shared understanding that bullying behaviour will be taken seriously.
 - Learnings around, what is bullying and what is not bullying.
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.
 - A PB4L framework ensures that positive relationships are at the forefront of

all staff/student interactions.

3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
 - Student Wellbeing Leaders are well skilled to respond to information from teachers, students and parents/guardians that is reported to them. Student Wellbeing Leaders will investigate the matter and make a determination that is aligned with the College Bullying Policy around whether the behaviour constitutes bullying.
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.
 - New staff are provided with a copy of the 'Staff Handbook' and the 'Student Behaviour Support Plan.'
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.
 - All parents/guardians are able to access the San Sisto College 'Bullying Policy.'
 - The Assistant Principal Student Wellbeing will update parents on information around bullying in order to ensure there is a shared understanding of this topic.
6. Explicit promotion of social and emotional competencies among students.
 - Teachers at the College continually work to employ positive relationship modelling and the ratio of positive feedback.
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 *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

All students provide education on:

- What is bullying and what is not bullying.
- How to react if you are a victim of bullying.
- How to report if you are a victim of bullying.

Key contacts for students and parents to report bullying

Staff member: Ms Theresa Baker (Assistant Principal Student Wellbeing) theresa.m.baker@bne.catholic.edu.au

Staff member: Mrs Amanda Chippendale (Year 7 Student Wellbeing Leader) achippendale@bne.catholic.edu.au

Staff member: Miss Brittany Ryan (Year 8 Student Wellbeing Leader) Brittany.Ryan@bne.catholic.edu.au

Staff member: Mr Ross Pattinson (Year 9 Student Wellbeing Leader) ross.pattinson@bne.catholic.edu.au

Staff member: Mrs Michelle Watt (Year 10 Student Wellbeing Leader) mawatt@bne.catholic.edu.au

Staff member: Mrs Tania Stevens (Year 11/12 Student Wellbeing Leader) tstevens@bne.catholic.edu.au

Staff member: Mrs Nubia Jaimes (Student Wellbeing Officer) njaimes@bne.catholic.edu.au

Staff member: Dr Shae Rogers (Guidance Counsellor) shae.rogers@bne.catholic.edu.au

Staff member: Dr Megan Duvenage (Guidance Counsellor) mduvenage@bne.catholic.edu.au

Please contact these staff members on the main College phone number of (07) 3900 9800

Cyberbullying

Cyberbullying is treated at San Sisto 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.

Incidents of cyberbullying will be investigated and managed in the same way as other forms of bullying. All staff must take all reports of bullying and harassment seriously and respond with a school team process.

Cyberbullying may take the form of:

- Sending hurtful messages about another person.
- Sharing embarrassing photos or videos of another person.

- Spreading nasty online gossip about another person.
- Leaving a person out online.
- Creating fake accounts in someone else's name.
- Tricking another person into believing you are someone else.

(Taken from: [Cyberbullying | How we can help | eSafety Commissioner](#))

Process of Investigation for Staff at San Sisto:

- **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 including manner in which cyberbullying has occurred, what social media platform? Obtain evidence if still available from student. (If situation involves sending inappropriate images, this is to be treated as a Child Protection matter and these guidelines are to be adhered to.)
- **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 or conversation 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.

Resources

Research based resources that will inform the selection and evaluation of Anti-Bullying programs will include;

- [Be You Programs Directory](#) (Beyond Blue) [Be You](#)
- [STEPS](#) which is a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs. [A guide to STEPS - Steps to examine programs and approaches for schools \(bullyingnoway.gov.au\)](#)
- The Australian Curriculum (Version 8.4) 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. [Personal and Social Capability \(Version 8.4\) | The Australian Curriculum \(Version 8.4\)](#) and the Australian Curriculum (Version 9) [Home | V9 Australian Curriculum](#)
- Bullying NoWay [Bullying No Way](#)
- Office of the eSafety Commissioner [Online safety | eSafety Commissioner](#)
- Australian Institute of Family Studies [Children who bully at school | Australian Institute of Family Studies \(aifs.gov.au\)](#)

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.

It is essential that San Sisto College maintains records of incidents, issues and concerns involving individual students in order to promote good behaviour support structures and effective learning in a safe and nurturing environment. The combined use of the ENGAGE Database provides an effective way of tracking issues of student welfare and discipline.

At San Sisto student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all of their diversity, experience connectedness and feel valued and safe. We are committed to positive, proactive practices in the support of student behaviour. Our goal is to provide students 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.

Practice:

Information is entered onto the Engage Database by teaching staff who have identified that either a minor or major behaviour has occurred and this behaviour

has required some intervention. In some instances staff may email their concerns regarding a student to the School Coordinator for recording of both positive and negative comments relating to student behaviour. Teachers rely on their toolbox of Tier 1 or Universal PB4L strategies to support student behaviour within the classroom.

It is the professional responsibility of each teacher to manage student behaviour. Teachers are responsible for documenting any behaviours and subsequent responses made onto the ENGAGE database that are relevant as 'responses.' In the event of a student continuing to not meet the college expectations regarding behaviour, the San Sisto College Behaviour management procedures are to be observed and it is identified as to whether the student is in need of Tier 2 or Tier 3 PB4L supports. ENGAGE data is utilised when responding with Tier Two and Tier Three interventions.

At least once per two week cycle key stakeholders including the Student Wellbeing Leaders, Guidance Counsellor, Wellbeing Officer, Program Leader and Learning Support Staff meet to ensure a wrap-around approach to the wellbeing of the particular students in that year level. Data is shared at these meetings and informs direction for future interventions and supports.

Process - Negotiated Change of School

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

A negotiated change of school may be negotiated between the Principal and parents/caregivers in consideration of the following:

- the environment that best provides for the student's learning, personal, social, emotional, and spiritual needs,
- schools that provide an educational program suitable to the student's needs, abilities, and aspirations,
- the process by which the change is to be negotiated,
- the support required by the student and family to make the transition,
- to document all considerations, determinations, and communications of the negotiated change of school.

These and other relevant matters are to be included in a documented record of Negotiated Change of School to be kept on the student file. If a negotiated change of school cannot be achieved, the student is to remain enrolled at their current school, unless the circumstances require a recommendation to the Director – School Services for exclusion.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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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	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence;</p> <p>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>Racial: taunts, graffiti, gestures, intimidation;</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>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.</p> <p>Can also include 'flaming'</p>

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or 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.

	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix 2



CORE VALUE	IN ALL SETTINGS WE:	IN THE CLASSROOM WE:
COMMUNITY	<ul style="list-style-type: none"> • Are inclusive of others • Keep ourselves and others safe • Show a sense of occasion during formal gatherings, special occasions and religious celebrations • Respect the reputation of our College; including during travelling to and from school. • Respond positively to others when greeted • Attend and participate in College events 	<ul style="list-style-type: none"> • Allow others to learn • Allow teachers to teach • Value the contributions of other students • Participate, collaborate and co-operate with each other • Seek the truth (veritas) and speak the truth • Are kind, accepting and support our peers • Care for shared spaces and resources
LOVE OF LEARNING	<ul style="list-style-type: none"> • Learn from our mistakes • We expect and accept feedback • Are a community of learners • Recognize that everyone achieves and learns differently • Are curious about learning and the world around us • Take responsibility for our learning • Strive to reach our full potential 	<ul style="list-style-type: none"> • Are punctual for class • Line up outside the classroom and greet the teacher • Bring a charged laptop to class • Carry the College Diary • Keep laptops closed until the teacher instructs us to open them • Listen to teacher instruction • Complete the work set by the teacher • Ask for help when needed • Are independent learners
RESPECT	<ul style="list-style-type: none"> • Greet people • Speak with kindness about ourselves, about others & to others • Speak with veritas; only saying things we know to be true • Value the innate dignity of each and every person • Follow the 'hands off' rule • Participate considerately in all forms of prayer • Value Dominican Traditions and school history • Use words to build others up • Wear our uniform correctly 	<ul style="list-style-type: none"> • Follow staff and teacher instructions • Follow the <i>Norms of Collaboration</i>; One person • speaking at a time, listen carefully to person speaking, keep hands down when someone is speaking, look at the person speaking, demonstrate positive body language, when we disagree- we do so respectfully, our laptops are closed (all the way). • Show patience, persistence and tolerance in the classroom
RESPONSIBILITY & RESILIENCE	<ul style="list-style-type: none"> • Are accountable for our words and actions • Store mobile phones in lockers • Wear the College Uniform correctly and with pride • Are stewards of our environment, keeping it clean and picking up rubbish • Keep our lockers tidy and locked. • Carry laptops in the correct laptop bags • Strive for high attendance standards 	<ul style="list-style-type: none"> • Persevere to complete learning tasks and assessment • Set personal goals • Set personal goals for learning growth • Bring correct equipment to our lessons • Ask for help if we need it • Do not compare ourselves to others • Keep trying, even when our classwork seems difficult • View setbacks as a way to grow

Approver: Principal

Issue date: 22/01/2025

Next review date: 08/07/2025