



Mt Maria College

Strong Mind – Compassionate Heart

School Student Behaviour Support Plan

21/01/2025

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SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Rationale

At Mt Maria College, student behaviour support is an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe.

At Mt Maria 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. Considering these influences, Mt Maria College seeks to develop throughout the school community, right behaviours and respectful relationships that are infused with gospel values and the pillars of the Marist Charism.

School Mission and Vision - Teach Challenge Transform

Mt Maria Vision

Forming young people with 'Strong Mind, Compassionate Heart'

Mt Maria Mission

As a Catholic Marist community, we educate and nurture students to be knowledgeable, ethical, resilient and generous.

Our School Context

Mt Maria College, North Brisbane's first Catholic Co-Educational College, was established in 1978. As a member of Marist Schools Australia, our educational philosophy is based on the teachings of St Marcellin Champagnat, the founder of the Marist Order. The College has developed significantly in recent years having expanded its facilities to provide excellent education opportunities for Year 7-12 students. Currently, 1020 students are part of our Mt Maria family with a high demand for future enrolments. The College provides the opportunities for all its students to develop to their full potential, ready to be positive and justice centred contributors to society.

Consultation and Review Process

Mt Maria College developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. The Plan has been endorsed by the Principal and the school board. In line with the College's Strategic Renewal Process, the plan is reviewed each year with a detailed evaluation every two years.

Regular staff in-service is scheduled to refresh, renew and support staff. As part of their induction, new staff at the College are taken through the SBSS plan and restorative practices philosophy.

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 Mt Maria College, we support our students to develop a growth mindset, enabling their progress into self-directed, lifelong learners who aspire to achieve their potential.

Our school-wide Pedagogical Framework translates our vision into everyday practice and is based on the belief that every student can learn. It provides a consistent, evidence-based set of guidelines and resources to support our teachers in delivering high quality learning and teaching that maximises learning for all students.

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

- Quality relationships and partnerships
- A focus on Restorative Practice Principles:
 - *Focus on Specific Behaviours and Incidents without Blaming*
 - *Concentration on who was affected and how they were affected*
 - *Solve what needs to happen to make things right*
- A commitment to justice and service
- Characteristics of Marist Education
- Inclusive learning and teaching
- Formation in self-discipline and responsibility
- Effective networks of care across the community
- Organisational structures

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.

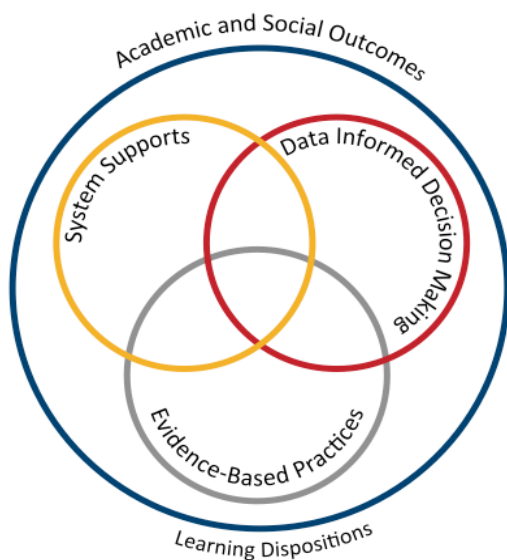


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

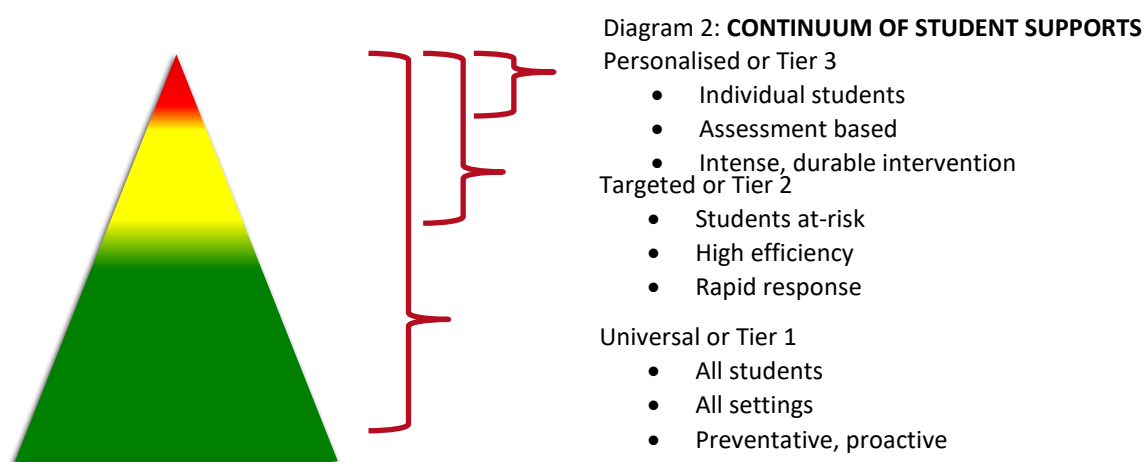
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 ie. 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 College Leadership Team (CLT) provides the overall direction of Student Behaviour Support and is responsible for the high-level decision making in relation to allocation of student supports at each level. In partnership with the CLT, student behaviour support is the direct responsibility of every teacher at Mt Maria College, and indirectly of every staff member supporting within the college.

The Mt Maria College Student Behaviour Support Leadership includes the following College teams:

- 1) CLT – includes the Assistant Principal Students. The College Leadership Team meets weekly and are updated regularly on student behaviour support and wellbeing matters.
- 2) Student Wellbeing Leaders and Wellbeing Team includes the Assistant Principal Pastoral, Pastoral Leaders, Guidance Counsellors and the college Defence Force Mentor. The team analyse behavioural data entered into the Engage Student Support System and discuss the day-to-day provision of student behaviour supports to each cohort as well as the specific requirements of students. The Pastoral Care and Wellbeing Team meets fortnightly.
- 3) Student Support Teams include House Leaders, Guidance Counsellors and a number of individual student case managers. These teams each manage a caseload of students according to year levels. Each team meets weekly to respond to *Requests for Support* for students logged in Engage by teachers, and address issues raised by members of team. Members of the teams noted above continue to undertake PB4L and Student Behaviour Support professional learning provided by Brisbane Catholic Education.

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.

At Mt Maria, we ask our students to:

- **Aspire**
- **Respect**
- **Engage**

Our school behaviour matrix – '**WE ARE Mt Maria**' - 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.

*See Appendix A for the **We ARE Mt Maria** matrix with expanded expectations*

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

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year orientation days
- Pastoral care periods (Yrs 7 – 10), weekly throughout the year
- Time built into the first weeks of the school year for the explicit teaching of expectations and behaviours
- College, House and Year Level Assemblies which reinforce expectations
- Extended Pastoral care lessons
- New student orientation when required
- Student leaders support younger peers particularly during Pastoral care time
- Affirm students who demonstrate positive behaviour
- Lunchtime clubs including 'Lunchbox Club', 'Let's Dance', 'Smash Brothers' and 'Robotics Club'

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Recognition on assemblies – School; House & Year Level	Positive greetings at the door
Newsletter articles highlighting positive contributions	Explicit Learning Intentions and Success Criteria
Active supervision on playground duty with positive student interaction	Teachers giving specific, timely feedback on student behaviour in class
College imperative to ‘Catch students being good’	OFNR statements used by staff
Positive contact to parents via student planner, phone call or email	Standard process for lesson beginning and finish – Mt Maria Way
Developmental Relationships Framework	Affective Statements

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 at Mt Maria 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, Pastoral Leader, 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. Mentors include the Pastoral Leader, College Counsellors, Indigenous Liaison Officer and the Defence Force Mentor.

- 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.
- Support programs targeting selected students including, 'Chill Out', Girls and Boys Groups as required, 'Traction' bike building program and 'Find your Tribe' and ADF support 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:

- Personalised learning plans (PLP)
- Student support team meetings
- Pathways team meetings
- Functional Behavioural Assessment and designing an 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).

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 do not 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 B.

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

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.

Examples listed below:

Promoting a Positive Learning Environment

Every student at Mt Maria College is supported by their teachers to engage in a positive learning environment. All teachers demonstrate this through the following universal or Tier 1 supports:

Tier 1 Supports

- planning using the approved curriculum, working alongside Curriculum Leaders to design effective learning opportunities;
- using the Personalised Support Plans developed by the Learning Enrichment team to differentiate learning for the students in their class;
- applying the ‘We ARE Mt Maria’ framework within their specific context so that students know how to successfully aspire to be their best self, respect the learning environment and engage positively with others and their learning;
- using the ‘Mt Maria Way - expectations for classroom and pastoral care group’ procedures so that students know the structure and their requirements for each lesson;
- using the Essential Skills for Classroom Management (ESCM) to identify the positive behaviours occurring in the classroom as well as behaviours that are unproductive:
 - Establishing expectations – making rules (using the We ARE Mt Maria framework)
 - Giving instructions – telling students what to do.
 - Waiting and scanning – stopping to assess what is happening.
 - Cueing with parallel acknowledgement – praising a particular student to prompt others.
 - Body language encouraging – smiling, nodding, gesturing and moving near.
 - Descriptive encouraging – praise describing behaviour.
 - Selective attending – not obviously reacting to certain behaviours.
 - Redirecting to the learning – prompting on-task behaviour.

- giving students a choice to correct unproductive behaviours, using the OFNR model of feedback when defining their expectations:
 - provide an observation of the behaviour
 - communicate how this behaviour is making you feel
 - communicate your need or the need of the classroom
 - clearly request the concrete action you would like the student to take
- following through on addressing patterns of unproductive behaviour. At a minimum, this would include:
 - using the POD process,
 - accessing Engage (student support system) to record the behavioral incident and alert the relevant support staff,
 - communicating with the relevant curriculum or pastoral leader to provide further detail to support the Engage entry,
 - communicating with the student's parent/carer about the behaviours occurring in the classroom

Tier 2 Supports

Phase 1 – The Pod

- Pod supervisors to follow the procedures outlined in the supervisor document. This includes:
 - Logging the student attendance on the referral register accessed through the staff portal.
 - Facilitating the completion of the student reflection sheet with the student and discussing with the student next steps in meeting with the teacher
 - Scanning the student reflection sheet and emailing this to the referring teacher for upload to Engage.
 - Emailing the student's parent/carer using the email template [here](#)
- Pod supervisors contact Pastoral Leaders and CLT for further support if a student:
 - has been referred frequently in the same day or
 - refuses to attend the Pod or
 - does not present at the Pod or
 - refuses to participate authentically in the process

This would indicate that the student needs to move to Phase 2 of the Tier 2 behaviour support process.

- Pod attendance will be reviewed by the Tier 1 support team, responsible for analysing trends in behaviour and attendance data and referring students onto the relevant Tier 2 support team member (Pastoral Leader, Guidance Counsellor, Learning Enrichment).

Phase 2

- On referral to a member of the Tier 2 support team a call home to the student's parents/carers to report concerns and arrange a formal meeting to address issues will be made.
- In preparation for the parent and student meeting, the Tier 2 support team member will:
 - Contact student's teachers to make them aware that they're not meeting specific expectations.

- Ask for feedback on the student's engagement in learning and respect towards staff and peers.
- At the parent and student meeting, the conversation will include:
 - Presenting the data provided by the teachers
 - A reflection on the feedback from the student and parent perspective
 - Setting targeted goals for the student to reach each lesson that align with the 'Aspire. Respect. Engage.' Expectations
- From this meeting a wider range of Tier 2 supports will be explored including
 - **Check-in Check-out** program, supported by the Personal Best tracking document.
 - **Check and connect mentoring** program.
 - **Social skills and Clubs**

Support programs targeting selected students.

- Student engagement with these programs will be reviewed by the Tier 2 support team, responsible for analysing trends in behaviour and attendance data for this group of students and referring students onto the relevant Tier 3 support team member (CLT, Guidance Counsellor, Learning Enrichment).

Response to unproductive behaviours

Teachers, middle leaders, guidance counsellors and the leadership team all play a part in responding to a student's unproductive behaviour. Below are examples of some of these behaviours and the appropriate level of response.

	BEHAVIOUR	RESPONSE
ONE OFF or LOW LEVEL BEHAVIOURS	<ul style="list-style-type: none"> o One-off teasing o Uniform violations o Lateness to class or pastoral care / pattern of lateness (e.g. every Tuesday or to a specific subject) o Disruptive behaviours o Out of bounds o Minor technology violation (e.g., off-task internet use) o Mobile phone in class o Misuse of equipment (e.g., standing on desks) o Disengagement from learning o Failure to complete class work or homework o Inappropriate physical contact o Swearing/offensive language o Failure to follow reasonable instructions o Sexual behaviours (green light/age appropriate/easily diverted) 	<p>Classroom Teacher Apply universal supports</p>
REPEATED or MEDIUM LEVEL BEHAVIOURS	<ul style="list-style-type: none"> o Targeted bullying o Repeated uniform violations o Frequent lateness even after contact with home from the teacher o Repeated and sustained disruptive behaviours o Truancy: missing class or assembly but staying on campus o Repeated misuse of technology o Repeated mobile phone use in class o Inappropriate or explicit websites/sustained off-task internet use o Vandalism: Intentional damage of property o Ongoing disengagement in class despite use of ESCM and parental contact o Rough physical contact o Repeated swearing/offensive language o Defiance – repeated failure to follow reasonable instructions (failure to identify oneself) o Sexual behaviours (orange light) *Liaise with counsellor 	<p>Relevant Middle Leader (including a POD supervisor) Apply targeted supports</p>

<p>PERSISTENT or HIGH LEVEL BEHAVIOURS</p>	<ul style="list-style-type: none"> o Persistent bullying following intervention o Persistent (across weeks) lateness o Truancy: Leaving school grounds or repeated missing of classes o Major technology violation (online bullying, misusing another's password) Inappropriate use of social media/filming in class etc. o Vandalism: Breaking school property o Violent physical contact/fighting o Abusive/aggressive language to staff/other students o Defiance with aggression/abuse o Sexual behaviours (red light) *Liaise with counsellor 	<p>College Leadership Team member Apply individual supports</p>
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5. BCE Formal Sanctions

Mt Maria College's formal sanctions procedure aligns with the BCE procedures.

- **Detention process** – formal detentions can be issued by middle leaders. These usually take place on Friday afternoons (3.10 – 4.00pm). Detentions are supervised on a rotational basis by College teaching staff. Parents are notified either by email or phone call at least 24 hours prior to the scheduled detention time.
- **Suspension process** – The suspension of a student can be recommended to the Principal for approval by Pastoral Leaders and members of the CLT. The Principal approves student suspensions for periods between one (1) and five (5) days duration. Engage entries are completed by CLT and parents are notified by a formal letter/email. Additionally, in some circumstances the suspension decision may also be communicated by phone. Parents are notified about the re-entry process which usually involves a formal meeting.
- **Exclusion process** – all stakeholders are part of the exclusion process, however, any decision to exclude is ultimately made by the Executive Director of BCE.

For appeals, the school aligns to BCE processes.

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.

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).

Mt Maria College has a zero-tolerance approach to bullying and harassment. All members of the College community (students, parents, staff) have the right to always feel safe and welcome.

The national definition of bullying for Australian schools' states:

'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.

Students who witness or experience bullying are strongly encouraged to discuss their concerns with any staff member from the Community. 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 and Assistant Principal Students 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.

1. Understanding Bullying and Harassment

Professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment is included in staff professional development days, staff meetings, and through various professional development undertaken by individual staff.

2. Teaching about Bullying and Harassment

Mt Maria College uses the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Specific content is covered in Personal Development classes from years 7 – 10.

Responding to Bullying and Harassment

For full details of the school wide approach to the prevention of bullying and resolving incidents of bullying please refer to the Mt Maria Anti-Bullying Policy (see Appendix C) which is in line with the BCE Preventing and Responding to Student Bullying in Schools Policy.

When responding to allegations of bullying and harassment Mt Maria staff must:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Preventing Bullying and Harassment

Mt Maria College strives to foster a safe, supportive, and inclusive school to prevent bullying and harassment. For e.g.:

1. Student assemblies: Student bullying and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted. This occurs at whole school, year level and house assemblies.
2. Staff communication and professional learning: Staff are 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. Professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment is included in staff professional development days, staff meetings, and through various professional development undertaken by individual staff.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this. Staff induction processes explain processes on how to respond to 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. This is done as part of the teacher induction process.
5. Communication with parents: Mt Maria College provides information to parents to help promote a positive school culture where bullying is not acceptable. The aim is to increase parent's understanding of how our school addresses all forms of bullying behaviour. Communication methods include, College newsletter; email; parent evenings; subscription School TV.
6. Mt Maria College promotes social and emotional competencies among students through targeted groups, community outreach, the use of the Pastoral Care and House structure which promotes belonging.
7. Mt Maria College uses programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection. Staff will be using the AMAYDA framework to present material to students in PD classes.

Key contacts for students and parents to report bullying

Michael Crank – Assistant Principal Pastoral – 3550 3400

Deena Cooper – College Counsellor – 3550 3400

Ian Sweeney – Education Leader Pastoral – 3550 3400

Rob Johnson – Benedict Pastoral Leader – 3550 3400

Hayley Williamson - Champagnat Pastoral Leader – 3550 3400

Helen Perry – LaValla Pastoral Leader – 3550 3400

Danielle Mulcahy – Mackillop Pastoral Leader – 3550 3400

Benn Jarrott – Montagne Pastoral Leader – 3550 3400

Madonna Witham – Pelletier Pastoral Leader – 3550 3400

Paul Towner – Samaritan Pastoral Leader – 3550 3400

Cyberbullying

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.

Cyber-bullying is the use of technology to bully a person with the intent to hurt or intimidate them.

<https://www.esafety.gov.au/young-people/cyberbullying>

Some examples of cyberbullying include:

- creating fake accounts in someone's name to trick or humiliate people
- spreading nasty rumours or lies about someone
- distributing photos / videos of someone to make fun of them or humiliate them
- abusive texts and emails
- hurtful messages, images, or videos
- imitating others online
- excluding others online
- stalking
- humiliating others online
- publishing someone's private information
- creating hate sites / campaigns

How Can A Student Handle Cyber-bullying?

There are a range of actions students can take when cyber-bullied:

- Report the abuse to E-Safety Commissioner website (<https://www.esafety.gov.au/>)
- Talk to someone you trust straight away—like a parent, sibling, uncle/aunt, teacher, or friend, or contact Kids Helpline
- Report online harassment and physical threats to police if in danger
- Save, store, screenshot emails, chat history, posts, or messages. Collect the evidence—keep messages, take screen shots, and print emails or social media conversations
- Block and delete the bully from all contact lists
- Change privacy settings
- Do not respond to nasty emails, chats, SMS or comments – this is what the bully wants best to ignore them.
- Have some 'down time' without a computer or mobile. Give yourself some time away from technology just for a break
- If the bullying continues – delete your current account and start a new account. Only give your new details to a small list of trusted friends.
- Do something you enjoy—catch-up with friends, listen to good music, watch a good show or chat online to people you can trust
- Get a new phone number if being harassed on your phone. Report the problem to your phone company and insist on a new number for free.

What if a Friend or Peer is Being Cyber-bullied?

If have a friend or know someone at school who is being cyber-bullied:

- Don't join in – don't comment on posts, images or videos that hurt or offend others. Engaging in a post can pull the post to the top of the thread and make it more visible to a wider audience
- Don't forward or share posts, images or videos that will hurt others
- Leave negative groups and conversations
- Report bullying to someone that can help—this can be an anonymous report to a parent or teacher
- Support your friend online and offline—'I heard about the posts - you don't deserve that. I'm here for you.'

Sexting

Sexting is using the internet or a mobile phone for creating, sharing, sending or posting sexually explicit messages or images. Sexting can include images from film, movies, videos, photos, and digital images sent by SMS, email, chat rooms and publishing on blogs.

<https://kidshelpline.com.au/parents/issues/sexting-and-impacts-young-people>

Sexting usually refers to:

- Taking naked or partially naked photos or videos of yourself (posing in a sexual way) and sending the photos via the internet or mobile phones
- Receiving or forwarding naked or partially naked photos or videos through mobile phones, internet and social networking sites such as Facebook or Instagram. (<http://www.legalaid.qld.gov.au/Find-legal-information/Relationships-and-children/Relationships/Having-sex/Sexting-and-sharing-photos>)

What Can A Student Do If An Image Is Shared Or Sent To Them?

- Ask for it to be deleted
- Report it to eSafety
- Report to the service or platform where the photo or video was posted and ask for it to be removed. You can find reporting links in the eSafety Guide.
- If the video or image has already spread online, try to stay calm and seek support. It can help to have a free and confidential talk with a counselling or support service. You might also want to talk to your friends or family for support.

Police sometimes need to become involved in sexting cases where taking or sharing sexual images of someone under 18 may be treated as the production and/or distribution of child sexual abuse material, also known as 'child pornography'. Creating, possessing or sharing nude images of people under 18 may be a crime, even if it's a nude selfie. Find out more about the law at Youth Law Australia.

Be mindful that possessing intimate images of someone who is under the age of 18, even if it is for the purposes of collecting evidence, may be an offence. Learn more about collecting evidence in cases of image-based abuse.

Investigating Potential Bullying/ Cyber-Bullying

The primary aim of the school's response is to restore a positive learning environment for all students. A second aim of the school's response is to avoid escalation of issues or causing more harm.

<https://bullyingnoway.gov.au/RespondingToBullying/HowAustralianSchoolsRespond/Pages/Schoolresponse-process.aspx>

The research into schools' responses to bullying suggests that 'zero tolerance' or punitive approaches without ongoing support for bullies and victims are far less effective.

The investigation of bullying or cyberbullying at Mt Maria College has three phases for both the bully and victim. These phases are outlined in detail in Appendix C.

More Information / Help About Bullying

Kids Helpline: a free, private and confidential, 24-hour telephone and online counselling service for young people aged between 5 - 25 years.

<http://www.kidshelp.com.au/>

Act Smart Be Safe: a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety.

<http://education.qld.gov.au/actsmartbesafe/>

Bullying. No way!: an online resource providing information for parents/carers, students and educators.

<http://www.bullyingnoway.com.au/who/default.shtml>

KidsMatter: a school-based framework that aims to improve the mental health and wellbeing of children.

<http://www.kidsmatter.edu.au/>

ReachOut: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people.

<http://au.reachout.com>

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.

Regular 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. PC teachers monitor attendance daily and contact families when issues arise. Pastoral Leaders receive weekly attendance updates and follow up students with problematic attendance. Wrap around meetings targeting specific students discuss data which can assist in supporting decision making.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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 – Whole school expectations

We ARE Mt Maria

Aspire

Set high standards

Have a growth mindset

Strive to improve, take risks, and show initiative

Be self-motivated

Embrace your learning journey

Be your authentic self

Respect

Be inclusive, friendly, and supportive

Communicate and act respectfully

Present yourself with pride

Uphold others' right to learn

Care for College resources and our shared environment

Engage

Actively participate in school life

Be punctual, present, and prepared

Be a proactive and collaborative learner

Contribute to a positive learning environment

Complete set tasks

Use technology and equipment appropriately

Presence · Simplicity · Love of Work · Family Spirit · In the Way of Mary

Appendix B - Behaviour Definitions

Minor Behaviours

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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	<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. Can also include 'flaming' and online hate sites/bash boards.</p>
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

	Descriptor	Definition	Example
			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.
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	Cigarettes, cannabis, alcohol, prescription or

	Descriptor	Definition	Example
		drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	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 C – Mt Maria Anti Bullying Policy



Mt Maria College

Anti-Bullying Policy

This Operational Policy extends the Mt Maria College Anti-Bullying Strategy as outlined in the relevant College brochure. It is designed primarily to provide more detailed information, direction and guidance for staff and parent use.

Bullying in our Context

- A. Mt Maria College aims to provide a safe, nurturing, respectful school community, in which all members have a role to play in building positive relationships, as reflected in the life and teachings of Jesus of Nazareth and our understandings of Mary Our Good Mother who teaches her son's ways of justice, tenderness, contemplation and concern for others. In this way we fulfil the desire of our founder, St Marcellin Champagnat "to make Jesus known and loved." As such, we believe that bullying in any form has no place in such an environment.
- B. Students are entitled to enjoy their education free from humiliation, oppression and abuse. Bullying affects everyone - not just the bullies and their victims. It also affects those other students who may witness violence, intimidation and the distress of the victim. It can damage the atmosphere of a class and even the climate of a school.
- C. Bullying goes against the very grain of what makes Mt Maria special – a friendly, family environment. Intimidation and violence have no place in our community and will not be accepted under any circumstances.

Bullying – Definition

- A. Not all conflict between people constitutes bullying.
- B. Bullying is usually repeated behaviour and usually involves an imbalance of power between the individuals. The imbalance of power could arise from differences in age, ability, physical strength, social status or some other attribute.
- C. A particular single incident could be considered bullying behaviour if it involves a gross imbalance of power between the aggressor and the victim.
- D. Bullying is usually done with the intent to disrupt physically or emotionally, but it can also be an unintentional process, where people are insensitive to the feeling of others and the effects of their actions. It is "recipient defined", i.e. "It was only a joke" or "S/He doesn't mind" is never an acceptable excuse for bullying behaviour.

**Our school community does not tolerate bullying behaviour.
It is always unacceptable.
Responses to bullying behaviour should always reflect this position to all
concerned.**

College Response to Bullying

1. Identify & Report

- Staff or student identifies incident, or signs of distress in student.
- Staff member offers support to distressed student. The wellbeing and on going protection of those affected is the first priority.
- Staff member passes on information to relevant Pastoral Leader or AP Pastoral.



2. Investigate & Record

In response to reported bullying, the usual principles of natural justice and fair process are to apply to all parties.

Pastoral Leader

- Investigates and interviews students concerned. If the matter is a STUDENT PROTECTION ISSUE, student protection contact (SPC) and Principal are notified immediately.
- Pastoral Leader completes a Bullying Report which is kept on a student's file.
- Informs relevant members of support team - AP Pastoral, Pastoral Leaders, Counsellors, PC teachers.
- Parents notified



3. Respond & Restore

A restorative response is to be preferred in cases of substantiated bullying behaviour. As such, once the well-being and safety of the victim is assured, the main focus of any response is the education of the aggressor to self-regulated right behaviour and the encouragement and support, as much as is possible, to repair the harm done.

In all cases of substantiated bullying, parents will be notified of the situation and the response initiated.

- Depending on severity and frequency in cases of substantiated bullying, responses may include:
 - The aggressor could be served with an Official Caution which is placed on his/her student file
 - An impromptu or more formal mediation or circle could be conducted between the parties involved
 - A restorative interview could be conducted with the aggressor aimed at increasing his/her ability to empathise with those s/he has harmed and encouraging some attempt at reparation
 - The aggressor and his/her parents could be required to attend an interview to review his/her behaviour
 - A full community conference involving parents and other supporters could be conducted
 - Sanctions such as detention or suspension could be assigned, in cases where responses of a more restorative nature are inappropriate or unavailable, or in conjunction with other more restorative responses where this is judged necessary.

In severe cases, or in cases which indicate a continuing pattern of unacceptable behaviour, the Principal at his/her discretion may need to suspend the aggressor's enrolment at the College until such time that certain assurances can be given and accepted. For the common good of the College Community, the Principal may also be unable to allow a student's enrolment to continue at the College. In certain cases, the Principal may be required to notify the police or other civil authority.

Approver: Principal

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Mt Maria College

Strong Mind – Compassionate Heart

Bringing faith and learning to life

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