



**Mt Maria College**  
Strong Mind – Compassionate Heart

## School Student Behaviour Support Plan

1/06/2021



## Contents

Rationale.....	4
Mt Maria Vision .....	5
Mt Maria Mission.....	5
Our School Context.....	5
Consultation and Review Process.....	5
Section A: Our Student Behaviour Support Systems .....	6
1. Our Beliefs and Common Philosophy about Learning and Teaching.....	6
2. Our Systems Approach - Positive Behaviour for Learning (PB4L) .....	6
What is Positive Behaviour for Learning? .....	6
Theoretical and conceptual characteristics .....	7
Continuum of support and key features .....	7
3. Student Behaviour Support Leadership & Professional Learning for School/College staff .....	8
Section B: Our Student Behaviour Support Practices .....	9
1. Clarity: Our Expectations.....	9
2. Focus: Teaching Expected behaviour.....	9
3. Feedback: Encouraging Productive Behaviours for learning.....	10
Tier 1 Universal Supports: .....	10
Tier 2 Targeted Supports:.....	10
Tier 3 Personalised Supports:.....	11
4. Feedforward: Responding to Unproductive Behaviours.....	11
5. BCE Formal Sanctions.....	15
6. Bullying and Cyberbullying – information, prevention, and school/college responses .....	15
Section C: Our Student Behaviour Support Data .....	15
1. Data Informed Decision Making.....	15
References .....	17
Relevant Brisbane Catholic Education Policies .....	18
Appendix A – Whole school expectations .....	19
MAKE POSITIVE CHOICES....	19
ALWAYS DO YOUR BEST.....	19
RESPECT YOURSELF AND OTHERS.....	19
INCLUDE EVERYBODY.....	19
ACT RESPONSIBLY.....	19
Appendix B - Behaviour Definitions .....	20
Minor Behaviours.....	20
Major Behaviours.....	21
Appendix C – Mt Maria College Anti-Bullying Policy .....	24
Bullying in our Context.....	24
Bullying – Definition.....	24
College Response to Bullying .....	25

# 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 centered 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.

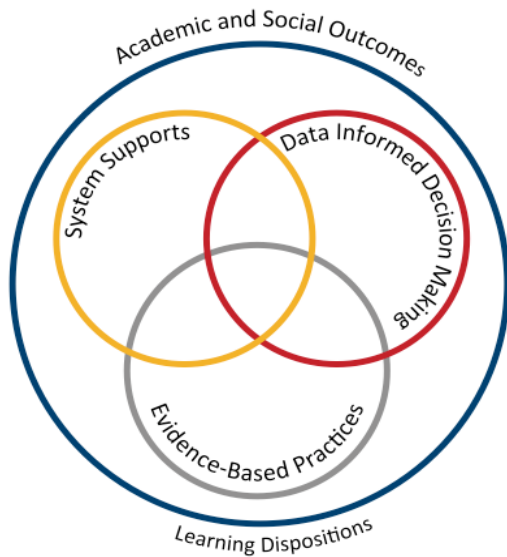


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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).

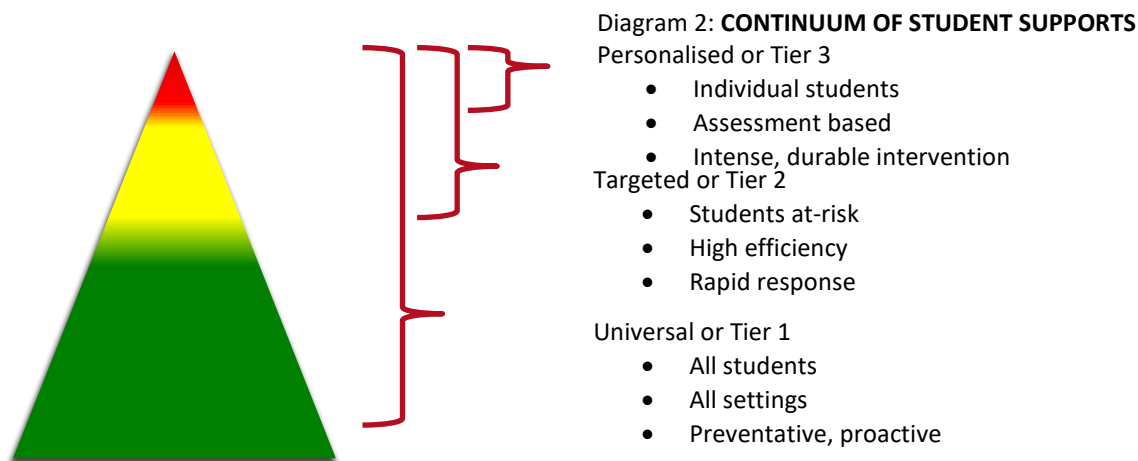
#### *Tier 2 Targeted Supports:*

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 Students, House Coordinators, 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.

Our expectations are:

- **Make the right choice**
- **Always do your best**
- **Respect yourself and others**
- **Include everybody**
- **Act responsibly**

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

*See Appendix A for 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](http://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 Tutor Group lessons

- New student orientation when required
- Student leaders support younger peers particularly during Tutor Group time
- Affirm students who demonstrate positive behaviour
- Lunchtime clubs including 'Lunchbox Club', 'Let's Dance' 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
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, House Coordinator, 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 House Coordinator, College Counsellors 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:

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
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 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:

PRI (Principal), APS (Assistant Principal - Students), HCO (House Coordinator), HTU (House Tutor), ACO (Academic Coordinator), COU (Counsellor), LEC (Learning Enrichment Centre)

<b>Tier</b>	<b>STUDENT BEHAVIOUR</b>	<b>CLASS/SUPERVISING TEACHER ACTION</b>	<b>TEACHER SUPPORT</b>	<b>INTERVENTION BY TEACHER SUPPORT</b>
	<b>POSITIVE BEHAVIOUR, EFFORT &amp; ATTITUDE</b>  Student respects rights of self & others - is co-operative and self-controlled	Positively reinforce behaviour with appropriate comments, specific feedback	House Tutor	Involve colleagues in celebration of achievements Formal/informal awards Notes in planner Phone call home Other...
<b>1</b>	<b>MINOR DISRUPTIONS</b>  Basically, respects the rights of others. Some degree of frustration, low concentration levels. Minor disruptions e.g. rudeness and annoying others, no homework, poor punctuality, incorrect equipment, late assignments, uniform breaches.	1. Supportive teachers seek solution to problem with student. 2. Notify HTU 3. Note in planner 4. <b>Apply</b> consequences e.g. Time Out in class, detentions for work non-submission 5. Harness peer power positively	House Tutor  House Coordinator  Counsellor	Support as necessary, eg - Provide pertinent information, contact home, assist with strategies, provide pastoral support via discussion with student, mediate etc.  If situation becomes worse, proceed to next stage.

	ALSO - Watch out for student who is passively withdrawing from work or class group.	6. Use reliable students to mentor/support disruptive student. 7. <b>Refer</b> - Seek help of HCO, LEC or ACO if academic problems 8. <b>Restore/Reinforce</b> 9. Reinforce success, use planner to communicate with home.		
<b>1</b>	<b>PERSISTENT MINOR PROBLEMS</b>  Persistently violates the rights of others in a minor way, eg. bullying, poor attitude to learning/work, rude and/or unresponsive in class. Student has been engaged in a number of ongoing, minor misbehaviours <b>for which consequences have been applied with no improvement</b>	Continue to apply normal consequences, as above (more severe consequences to be left to HCO or APS)  <b>Use 'Blue Book' student withdrawal procedures</b>  Reinforce success, eg. Phone call home, note in planner  Reflection inside/outside classroom.  Buddy Teacher  Contact HTU  Contact HCO or APS if behaviour persists  <b>Fill out Engage report</b>  <b>Restore/Reinforce</b>	Buddy Teacher  House Coordinator  Counsellor	<b>1. Notify HCO/APS</b>  <b>2. Gather Information:</b> from other staff through student snapshot and meeting, interview student  <b>3. Plan</b> Consult parent. Student may go "on a card" monitored by HCO. <b>Personal Best goal setting</b>  <b>4. Apply</b> Strategy and consequences for specific incidents - e.g. withdrawal of minor privileges, lunch time detention.  <b>5. Refer</b> to Counsellor and HCO  <b>6. Restore/Reinforce.</b> Arrange for student to be reconciled to students or teachers he/she has hurt. Reinforce success, evaluate strategy, notify parents
<b>2</b>	<b>PERSISTENT, MEDIUM LEVEL PROBLEMS</b>  <b>Continually breaches rights of others e.g. verbal or physical aggression, vandalism, defiance, major disruption.</b>  <b>OR</b>  <b>Isolated serious breaking of rules.</b>	As for Tier 1  Reward any approximations towards positive behaviour.  <b>Use 'Blue Book' student withdrawal procedures</b>  Document clearly any behavioural breaches for HCO and APS  Immediately remove the student from the situation (if appropriate) <b>after contact</b> with HCO or a member of the CLT.	Buddy Teacher  House Coordinator  AP Students  Counsellor	<b>1. Plan.</b> Set up Behaviour Management Plan. Student may go "on a card" monitored by HCO <b>Personal Best goal setting</b>  <b>2. Apply</b> consequences for specific incidents e.g. withdrawal of major privileges, banning from school functions, internal suspension, no playground privileges.  <b>3. Refer</b> to Counsellor. Outside referral to external agencies.  <b>4. Restore/Reinforce.</b> After consequences, reconciliation

		<b>Fill out Engage report</b>	Academic Coordinator	<p>with those hurt. After internal suspension or major consequence APS or HCO meets with student and parents to "welcome back".</p> <p>5. <b>Re-entry</b> plan devised before re-entering class.</p> <p>6. <b>Follow Up.</b> Document and file.</p> <p>7. <b>Inform</b> all staff.</p> <p>8. <b>Parents contacted</b> immediately if another negative incident occurs.</p>
3	<p><b>SERIOUS PROBLEMS</b></p> <p><b>Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, dangerous, uncontrollable, uncooperative.</b></p> <p><b>OR</b></p> <p><b>Very serious breach of school rules - e.g. drugs, alcohol, sexual misconduct, pornography</b></p>	<p>As for Tier 2</p> <p>Reward any approximations to positive behaviour</p> <p>Notify AP Students, Deputy or Principal</p> <p><b>Fill out Engage report</b></p> <p><b>Immediately notify AP Students, Deputy Principal or Principal.</b></p>	<p>AP Students</p> <p>Deputy Principal</p> <p>Principal</p>	<p>1. <b>Interview</b> Students and parents AP Students and/or Principal</p> <p>2. <b>Plan.</b> Behaviour Management Plan enacted (e.g. Contract).</p> <p>3. <b>Apply consequences.</b> May be suspension, loss of significant privileges or even exclusion.</p> <p>4. <b>Counselling</b> is mandatory if student is to return to school. Outside counselling strongly advised, depending on incident.</p> <p>5. <b>Restore/Reinforce</b> If possible, reconciliation with those hurt. Principal or AP Students to meet with student on return to school to welcome back if appropriate. Re-entry plan devised.</p> <p>6. <b>Follow Up.</b> Inform class/school of action taken if appropriate (no names).</p> <p>7. <b>Inform staff.</b></p> <p>8. <b>Feedback to parents</b> for a period of time.</p>

## 5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

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

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). 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 House Coordinator 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. 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.

## 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. House Tutors monitor attendance daily and contact families when issues arise. House Coordinators 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

### MAKE POSITIVE CHOICES....

#### Expected Behaviours

- Stay on task, be self-motivated and positive
- Be punctual and come prepared
- Work co-operatively
- Work with others who will be a positive influence
- Ask for help
- Be honest

### ALWAYS DO YOUR BEST....

#### Expected Behaviours

- Set high standards
- Look for answers not excuses
- Engage positively in class discussion and activities
- Strive to improve, seek solutions, and explore possibilities
- Meet task deadlines

### RESPECT YOURSELF AND OTHERS....

#### Expected Behaviours

- Always use a respectful tone and positive language
- Accept all reasonable instructions and directions
- Display honesty, integrity, and diligence at school and in public
- Show respect for your school community by wearing the school uniform neatly
- Respect the personal space of others - “hands-off”
- Respect the classroom as a place of learning
- Respect personal, school and others’ property

### INCLUDE EVERYBODY....

#### Expected Behaviours

- Display inclusive behaviour
- Report behaviour that is not appropriate
- Display good manners to everyone
- Always use appropriate language
- Listen to and respect contributions and opinions of others
- Support and encourage the efforts of others
- Welcome new members to our community

### ACT RESPONSIBLY....

#### Expected Behaviours

- Take responsibility for your own learning
- Keep the learning environment clean and safe
- Use technology and all equipment appropriately
- Be aware of the impact of your behaviour on others
- Accept the consequences of your behaviour

## Appendix B - Behaviour Definitions

### Minor Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
<b>4</b>	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
<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			sustained out-of-seat behaviour
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person’s property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.
<b>11</b>	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)
<b>12</b>	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
<b>13</b>	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
<b>14</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>15</b>	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.
<b>16</b>	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.
<b>17</b>	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
<b>18</b>	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 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 House Coordinator or AP Students.



## 2. Investigate & Record

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

House Coordinator

- Investigates and interviews students concerned. If the matter is a STUDENT PROTECTION ISSUE, student protection contact (SPC) and Principal are notified immediately.
- House Coordinator completes a Bullying Report which is kept on a student's file.
- Informs relevant members of support team - APC, House Coordinators, Counsellors, Tutors.
- 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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## Notes



**Mt Maria College**  
**Strong Mind – Compassionate Heart**

*Bringing faith and learning to life*

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