



MARY MACKILLOP
COLLEGE

Mary MacKillop College

STUDENT BEHAVIOUR SUPPORT PLAN



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MARY MACKILLOP COLLEGE

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision

The wellbeing of our students is central to our community. We believe that all students have the right to learn to the best of their abilities, in a safe, engaging, challenging learning environment where our MacKillop Women are empowered to achieve their potential.

Vision

We are an **interconnected, joy-filled**, contemporary Catholic learning community, inspired by Josephite traditions to be **people of purpose achieving our potential**.

Mission

We **forge a culture of creativity, excellence, justice and compassion** as we **nurture, challenge, educate** and **empower** one another.

Our School Context

Mary MacKillop College, a Catholic Girls' Secondary College situated at Nundah, is committed to excellence in education for young women. The College, founded by the Sisters of St Joseph caters for the diversity of needs of young women by providing an education that realises the dream of Mary MacKillop – a true education that resides in the hearts, minds and strengths of each person as they journey to wholeness. Our students come from approximately 50 difference feeder schools and a wide geographical area. Mary MacKillop College prides itself on each student being known and recognised for their strengths and support through their learning journey.

Consultation and Review Process

The consultation process used to inform the development of the Mary MacKillop Student Behaviour Support Plan used three phases.

In the first phase, a series of internal meetings were held with staff to examine a range of data sets including behaviour and attendance. Strengths and successes were identified from the previous Student Behaviour Support Plan, and areas for further development were actioned. Staff and students were consulted to further review the College's Vision, Mission and Values.

In the second phase, a PB4L team was appointed, and a series of meetings were held to draft the Student Behaviour Matrix. This was then shared with staff and students. The PB4L team considered all feedback and provided and incorporated changes. This was used to inform the development of the Student Behaviour Support Plan.

In the third phase, the Student Behaviour Support Plan will be shared with the staff, parent and student community for endorsement. This will be reviewed biannually.

The Education Officer – Student Behaviour Support was consulted on an ongoing basis to provide guidance and feedback about the Student Behaviour Support Plan.

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.

Our Patron, St Mary of the Cross MacKillop teaches us to see the dignity and God's creative force in each member of our College community. Upon this common belief about the dignity of the human person, we provide a learning environment that allows for students to forge their education and learn in a culture of creative, excellence, justice and compassion. We are grounded in the Catholic Faith to nurture, challenge, educate and empower all our students within a safe and supportive learning environment. Mary MacKillop College is guided by Brisbane Catholic Education's values of excellence, integrity, justice, and hope.

Mary MacKillop college uses the language of "The MacKillop Way". This is our way of acting, learning and behaving as a member of our community.

Mary MacKillop College aligns its beliefs and philosophy around learning and teaching, alongside Brisbane Catholic Education Student Diversity and Inclusion policies. Whether we are educating students in a specific learning area, or around wellbeing, our procedures are created with the following in mind:

- Every student is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity to life.
- We seek to find meaning in life and learning through the eyes of our Catholic Tradition and Josephite Charism.
- Every student is a lifelong learner, with a desire to search for truth and do what is right, therefore, we play a significant role as educators, to teach them strategies and skills which allow them to be accountable for choices and responsible for actions.
- We respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- We value diversity and shared wisdom, and this contributes to our decision-making.
- We acknowledge that each student brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

Our College, like all BCE schools, cater for students who have a diverse range of personal characteristics and experiences. We ensure that all our student support policies and practices, acknowledge some of the barriers these different student groups experience at times. Some of these students are:

- students with a disability
- gifted and talented students

- Aboriginal and Torres Strait Islander students
- students from culturally and linguistically diverse backgrounds
- students from a refugee or migrant background
- students living in out-of-home care
- students who identify as gender diverse or LGBTIQ+
- students from rural and remote communities
- students with mental health and wellbeing concerns
- disengaged and marginalised students

Student wellbeing and inclusivity unifies us and directs all our actions. We aim to be proactive round the explicit teaching of our expectations, aligned with our college values and for most of our students, this sets them up for success. At times however, we know that due to circumstances, there are some students who can present with challenging behaviours and they needed specific and targeted support in managing relationships within the school setting. Sometimes they may also need help with their emotional self-regulation as they may have a very strong fight/flight or freeze response when they feel anxious or threatened.

It is understandable that staff, students or community members who are present during the crisis or who hear of the event after the crisis may be concerned. Please note that all reasonable efforts will be taken to hear and address these concerns but at no time will confidential information about the student who has experienced the crisis be shared with others without appropriate and informed consent.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

2.1 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.

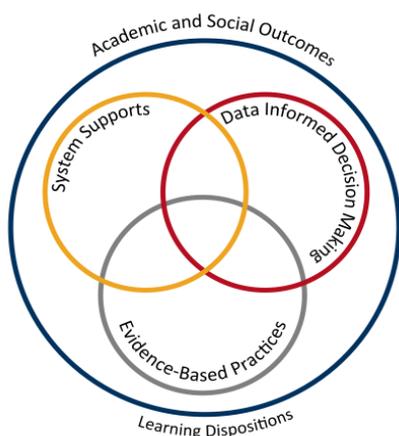


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

2.2 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).

2.3 Continuum of Support and Key Features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

- Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

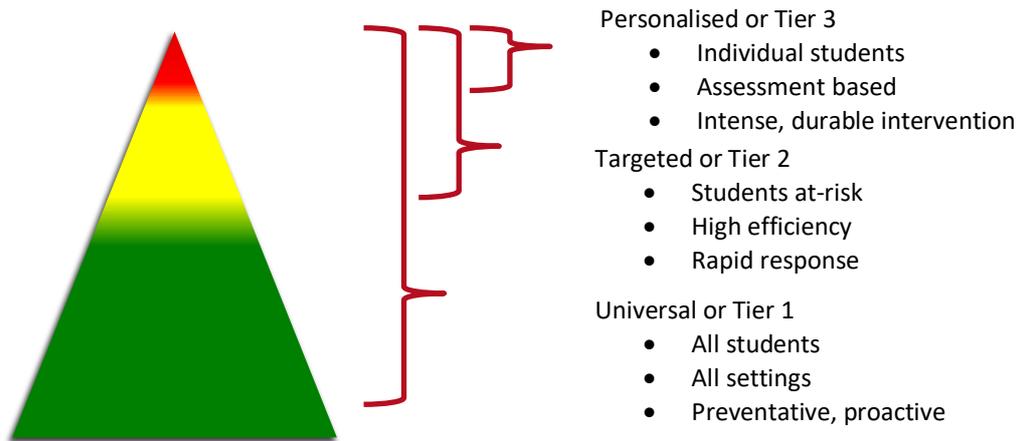
- Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

- Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



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

3. Student Behaviour Support Leadership & Professional Learning for School/College Staff Leadership and Staff Structure

The College

All Academic staff are collectively responsible for Student Behaviour Support and Wellbeing4Learning. The responsibility of promoting and leading Wellbeing4Learning and Student Behaviour Support rests on the responsibilities of key role holders:

- CLT: College Principal + Deputy Principal + Assistant Principal – Learning and Teaching + Assistant Principal – Religious Education
- Guidance Counsellor
- Insights Team: Middle Leader - Differentiated Pedagogies + Middle Leader - Engagements and Connections + Middle Leader - Pedagogies and Outcomes
- Heads of House
- Support Teachers: Inclusive Education

The HG teacher meets with students every morning and is responsible for their general wellbeing in the College. The House Group teacher checks the student is on time, prepared for their day of learning, is wearing the correct uniform, and follows up on issues of absence. The HG teacher connects with the student and builds a positive relationship with them and connects with the student on a pastoral level and. The HG teacher will refer issues of wellbeing concern to the Head of House, Deputy Principal, and other support staff, including the Guidance Counsellor, the ML: Differentiated Pedagogies and the ML: Engagements and Connections, ML: Pedagogy and Outcomes when necessary.

HG teachers meet with their Heads of House every fortnight discuss matters pertaining to student wellbeing and refer to BI and Engage Student Support System data to identify and support students at risk. Additionally, the teachers and team leaders develop the Wellbeing4Learning Curriculum (PD Program), which includes learning experiences, Year Level Assemblies and House Assemblies to respond to emerging wellbeing issues and initiatives for young women and their families in our community.

The PB4L Team meets 3 times a term to develop The MacKillop Way and will continue to meet as a team to further implement and apply Tier 1 supports.

Wrap Around meetings occur weekly to provide support to teachers and students who are exhibiting behaviour that is not conducive to the MacKillop Way.

The Wellbeing Team, which consists of members of the CLT, the Heads of House, the Guidance Counsellor, and the Insights Team, and Support Teachers Inclusive Education ST:IE. The Wellbeing Team meet on a term-by-term basis as whole group, and weekly on a one to one and in small groups to discuss the wellbeing and pastoral concerns and issues of students, to develop strategies and programs to promote Student Behaviour Support and Wellbeing4Learning processes and structures. The Wellbeing Team uses data from SRS, BI, Engage and classroom teacher insights to applying appropriate Tier 2 supports based on the needs of students.

Specialist in-house and external staff support the high levels of needs and wellbeing of individual students (Snapshot Meetings). The College Leadership Team and the Guidance Counsellor, in partnership with consultants from Brisbane Catholic Education and external agencies collaborate to provide specialist and high levels of support for students with additional and high levels of need and support. The Guidance Counsellor and the ML: DP engages the specialist support of Autism Queensland on a weekly basis to support students and their peers who are on the Autism Spectrum. Additionally, these role holders liaise with external agencies and specialists to gather information and data about students with additional needs.

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 aligned to our College Values:

- Spirit – nurturing our light to shine brightly
- Courage – harnessing our inner strength
- Integrity – honouring good judgement and right choices
- Service – acting justly to give life to others

- Unity – respecting self and others
- Wisdom – embracing insights to inspire

At Mary MacKillop College, we use the language of the “MacKillop Way”. This is our way of acting, speaking and behaving as a member of our community. The MacKillop Way outlines the expectations of behaviours we expect all students and staff to learn, practise and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

The MacKillop Way

	Classroom	Break time	Community
<p>Spirit</p> <p><i>Nurturing our light to shine brightly</i></p>	<ul style="list-style-type: none"> • I find and bring joy to achieve my learning potential • I embrace the Catholic faith of the College and am inspired by the Josephite traditions • I embrace my own spirituality and respect the spirituality of others 	<ul style="list-style-type: none"> • I bring joy to my interactions with others • I am hope-filled and move forward in new and productive ways 	<ul style="list-style-type: none"> • I am faithful and humble in the service of God through loving others • I am a person of faith who values and accepts diversity
<p>Courage</p> <p><i>Harnessing our inner strength</i></p>	<ul style="list-style-type: none"> • I respond positively to challenges as opportunities for growth and success • I never give up on my learning • I take educated risks 	<ul style="list-style-type: none"> • I am an upstander, not a bystander 	<ul style="list-style-type: none"> • I express and take pride in all that I do • I challenge myself culturally, spiritually and physically to strengthen my resilience
<p>Integrity</p> <p><i>Honouring good judgement and right choices</i></p>	<ul style="list-style-type: none"> • I try my hardest • I allow others to do their best 	<ul style="list-style-type: none"> • I interact positively and lovingly with others • We care for our spaces 	<ul style="list-style-type: none"> • I respect my surroundings and others
<p>Service</p> <p><i>Acting justly to give life to others</i></p>	<ul style="list-style-type: none"> • I try my hardest • I allow others to do their best 	<ul style="list-style-type: none"> • I interact positively and lovingly with others • We care for our spaces 	<ul style="list-style-type: none"> • I respect my surroundings and others
<p>Unity</p> <p><i>Respecting self and others</i></p>	<ul style="list-style-type: none"> • I am inclusive in my classroom activities • I show respect for others by actively listening • I share my strengths and recognise strengths in others to achieve common goals 	<ul style="list-style-type: none"> • I welcome all my community to share my break time and space in our College 	<ul style="list-style-type: none"> • I embrace opportunities to join co-curricular groups and activities in our College • I foster an atmosphere of support and encouragement • I wear my uniform in the community with pride to show that I am proud to be a MacKillop Woman • I engage with opportunities in the community to grow as a MacKillop Woman
<p>Wisdom</p> <p><i>Embracing insights to inspire</i></p>	<ul style="list-style-type: none"> • I try my hardest • I choose to do the right thing • I reflect on my learning to achieve my best • I look for opportunities to learn and extend myself 	<ul style="list-style-type: none"> • I model the values of our College • I choose to make wise decisions when resolving differences 	<ul style="list-style-type: none"> • I choose to engage myself with people who exemplify our College values • I contribute positively to the world

2. Wellbeing4Learning – PD Curriculum

In addition to our school expectations, our PD Curriculum is informed by the General Capabilities in the Australian Curriculum, BCE's Shape Paper, the Catholic Perspective embedded within the HPE content descriptors and the PERMA-H framework for wellbeing. 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

The PD Curriculum and lessons form an important part of our role as teachers and our implementation of the BCE policy and Shape Paper on "Catholic Perspective on Relationship and Sexuality Education". Research shows that well designed and implemented PD lessons builds staff/student relationships and results in more academically motivated and connected students.

3. 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 on orientation and start up days.
- At the start of each term in curriculum classes and revisited throughout the term.
- Clarity of expectations in lesson and curriculum planning.
- Becoming a MacKillop Woman Orientation Program for new Year 7s.
- PD Lessons each Years 7 – 10 weekly lessons based on Term units of curriculum that address Personal and Social Capabilities as outlined in the Australian Curriculum, which are augmented by Year Level Assemblies, Camps, and Retreat experiences.
- Year Level, House, and College Assemblies followed by group practice in House Group.
- Long House Groups focussed lessons.
- New student orientation when needed.
- Leadership formation: Big Sister Little Sister Program, House Mentors and Ambassadors for Identity and Mission, Student Leadership Team.

4. Feedback: Encouraging Productive Behaviours for Learning

4.1 Tier 1 Universal Supports

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

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

The encouragement strategies in place for school and classroom include our Menu of Reinforcers:

School practices that acknowledge expected behaviours	Classroom practices that acknowledge expected behaviours
House Awards – students receive awards on a House Assembly for demonstrating the Values and Actions of their House	Class reward strategy to reward students and the class when expected and productive behaviours are demonstrated e.g. The Marble Jar
Attendance Awards – Fortnightly rewards for high attendance	Specific positive feedback to acknowledge instances and examples of students demonstrating expected and productive behaviours
Appointment to House Mentor and Ambassador positions, and the SLT, and other leadership opportunities to recognise their positive expressions of behaviours	Specific positive feedback to acknowledge instances and examples of students completing set work and staying on task

Classroom teachers may provide this positive support to students using some of the following strategies:

- giving verbal praise
- giving written praise in the student planner
- contacting parents of their PC students as a form of welcome
- providing guidance and advice to students on how to show courtesy and respect for others
- encouraging students to take responsibility for their actions and to seek solutions to their own problems
- displaying student work
- giving positive feedback on student work or behaviour

- sending letters of commendation to parents
- assisting students with organisational skills and meeting deadlines
- assisting students with assignments
- giving students extra tuition where necessary
- making appropriate modifications to assessment tasks where necessary
- providing opportunities for student success
- attending parent information evenings to develop partnerships with parents
- allocating students areas of responsibility within the classroom
- encouraging students to participate in class activities
- encouraging students to participate in extra-curricular activities
- encouraging students to participate in House activities
- encouraging students to participate in team-based projects or activities
- referring students to staff who may assist them e.g. Heads of House, the Guidance Counsellor, Assistant Principal/Deputy Principal, VET Leader
- nominating students for awards at House assemblies
- nominating students for awards at the Celebration of Excellence

4.2 Tier 2 Targeted Supports

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor (Head of House; ST:IE; ML:DP; ML:EC; ML:PO; ML: Pathways. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill instruction may

be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Selfcare Group – targeted at students whose self-care and sense of self is diminished or threatened by personal circumstances or social and emotional deficits; run by the GC and with a focus on skills and strategies to support emotional and physical self-care.

Positive Peers Group- targeted at Years 7 and 8s who are experiencing peer conflicts and have deficits in their social skills; facilitated by the GC and HOH.

- Pathways – students are provided with opportunities outside of the class and school environment to develop knowledge and skills in alternative learning environments, which are targeted at Senior Students.
- Tidda Girls – A group of students who identify as Aboriginal and Torres Strait Islander. They are provided with cultural mentoring and liaison with ATSI Liaison Officer and representatives of their community.

4.3 Tier 3 Personalised Supports

Successful outcomes for students whose behaviour have 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:

- Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
e.g. Autism Queensland, external mental health providers
- The Check and Connect Mentoring Program – (Christenson et al, 2012)
- College Chaplain – social emotional and wellbeing focus, connects with families and students to support their social and emotional wellbeing

5. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom – in-class TOC	Teacher – student conversation and planning Connect – Correct – Collaborate	Student apology Student contributes back to the class or school community
Supervised calm time in a safe space outside of the classroom out-of-class TOC	Teacher – student – parent meeting Scheduled for Terms 2 and 3 On-demand as required	Restorative conversation Reconnect with Head of House Restorative conference facilitated by Heads of House or Deputy Principal
Provide choices and differentiated learning activities (Snapshots with adjustment and supports)	Minor Academic and Behavioural supports and solutions	
Individual crisis support and management plan (Individual Safety and Support plans)	Teacher – student – leadership conversation Re-entry meetings after withdrawal Snapshot meetings with GC and ML:DP	

6. BCE Formal Sanctions

6.1 Detention Process

At Mary MacKillop College, we use the term, Reconnect. In this process, students are referred to their Heads of House and other Middle Leaders to engage in a reflection of unproductive behaviours after the process of Connect-Correct-Collaborate. Parents/Caregivers may be notified if the unproductive behaviours persist. The Reconnect session is held at lunchtimes sessions include conversations and planning to support restorative dialogue, re-establish expectations using the MacKillop Way, and to make plans to change unproductive and achieve productive behaviours.

Teachers can also refer students for an Academic Support Session. In this process, students are referred to their Head of Faculty or other MLs to engage in a focussed academic support session to complete assessment or incomplete school/homework. These support sessions are usually held after school or at lunchtime (depends on the student's situation and the required support). The classroom teacher is usually involved in this process to support the student to complete their work. Parents and Caregivers are notified of this process.

6.2 Suspension Process

The Principal or Deputy Principal may suspend a student for Major Behaviours:

- Persistent non-compliance, when students, in their relationships with staff and/or other students, persist with disrespectful, disruptive, or defiant behaviours, or students who are persistently harassing and intimidating staff or other students verbally.
- Persistent breaches of the MacKillop Way.

This process occurs after a student has engaged in a major behaviour. The College Principal and Deputy Principal in consultation with Middle Leaders gather information to discern the aspects of the Major Behaviour Incident. The College Principal and Deputy Principal enters the Suspension Records, informs families and the students, and arranges the Re-Entry meetings and procedures

6.3 Negotiated Change of School

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

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

- to document all considerations, determinations, and communications of the negotiated change of school.

6.4 Exclusion

The Principal may recommend Exclusion as a last resort when other behavioural supports outlined in the Student Behaviour Support policy have been unsuccessful. They may consider Exclusion with the following considerations:

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

For appeals, the school aligns to BCE processes.

7. 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.

Mary MacKillop College does not tolerate bullying.

Mary MacKillop College is committed to providing a safe and caring environment that fosters respect for others. Mary MacKillop College believes that in order for students to learn to the best of their ability and to extend personal growth, they must have a safe and friendly environment. The College will provide a positive culture where bullying is not accepted, where everyone will have the right to be respected by others, the right to learn or to teach, and the right to feel safe and secure in the school environment. We aim to educate, prevent and intervene. The Anti-Bullying Policy is supported through educating students about appropriate behaviours towards others, consequences of their actions, useful strategies to implement when dealing with others, the importance of owning actions, the procedures for reporting bullying without fear of retaliation and retribution restorative practice.

7.1 Definition

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

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

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

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

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

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

7.2 Understanding Bullying and Harassment

Every year staff undertake mandatory professional learning to recognise the signs of bullying, harassment and cyberbullying.

7.3 Teaching about Bullying and Harassment

We teach our students through the HPE and PD Programs, House Group time, Year Level and Whole-College assemblies with guest speakers and parent information night about the definition, signs, and responses to Bullying and Cyberbullying.

7.4 Responding to Bullying and Harassment

The College uses the 5 Rs Framework to respond to Bullying and Cyberbullying:

- Recognise: the College is community is educated (professional learning and PD lessons) to recognise the signs of Bullying and Cyberbullying,
- Report: The College community are educated about to whom they report their Bullying Concerns: House Group Teacher; Head of House; Classroom Teacher; Guidance Counsellor,
- Record: Staff are educated and provided access to the ENGAGE platform to document reports of Bullying,
- Respond: The College proactively and reactively responds to reports of Bullying and Cyberbullying. The College's PD Program and Assemblies are used to educate students and the community about Positive Upstander Behaviours and responses to B and CB. The Guidance Counsellor offers individual supports for students who want to report and respond to B and CB. Reactively, the College engages parents and caregivers with the Heads of House, the Guidance Counsellor, and the CLT in meetings to gather information, and to plan for appropriate supports for the students who are bullied, the students who bully, and the students who are bystanders,

- **Review:** The Heads of House and Guidance Counsellor lead the review of students involved in bullying and cyberbullying incidents, and the CLT, Heads of House and GC lead the review of strategies and education about Bullying and Cyberbullying.

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

These actions must be included in your school team process.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these),
- **Collect** information, document, and evaluate, including examples from the student/s, staff and bystanders involved,
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy,
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System,
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner,
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response,
- **Plan** the response with the student/s and their families to provide support, teaching and strategies,
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

7.5 Prevention

- **Student assemblies:** Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Give examples.
- **Staff communication and professional learning:** Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Give examples.
- **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. Give examples.
- **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. Give examples.

- Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Give examples of communication methods and topics.
- Explicit promotion of social and emotional competencies among students: Give examples.
- Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

7.6 Key Contacts for Students and Parents to Report Bullying

Mrs Josephine Griffiths – College Principal 3266 2100

Mrs Erin Wedge – Deputy Principal – 3266 2100

Mrs Andrea McCarthy – Guidance Counsellor – 3266 2100

7.7 Cyberbullying

Cyberbullying is treated at Mary MacKillop College with the same level of seriousness as direct bullying.

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

Proactive responses for students are:

- Guard contact information
- Take a stand against cyberbullying
- Speak out and report
- Access the information and advice on the eSafety Commissioner's website
- Block and stop all communication with the bully immediately
- Do not reply
- Keep a record
- Advise the Service Provider (the social media platform)
- Report to the Police
- Tell a trusted adult

7.8 Resources

Mary MacKillop College uses the resources available on the eSafety Commissioner's website.

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.

- Wrap Around Meetings
- Review and Response Meetings
- Snapshot Meetings with the Middle Leader: Differentiated Pedagogies, Support Teachers: Inclusive Education and the Guidance Counsellors
- Pastoral Team Meetings

Appendix A - Behaviour Definitions

Minor Behaviours

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

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; 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.</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 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

	Descriptor	Definition	Example
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 drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun

	Descriptor	Definition	Example
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

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Relevant Brisbane Catholic Education Policies

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

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