



# **School Wide Positive Behaviour Support Plan**

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## The Mission – Believe·Learn·Serve

The College is shaped by our three touchstones expressed clearly in our motto of **Believe·Learn·Serve**. They identify the priorities for our community; being a community built on faith, a community that is committed to delivering learning that is contemporary and innovative, and a community that is inspired by the example of Jesus and the Sisters of Mercy to be of service to others and committed to social justice within our local and global community.

**McAuley College is a Christ-centred learning community called to educate through the values of the gospel, in particular:**

- Faith – deepening a relationship with God
- Justice - committing to social action leading to just outcomes
- Love – loving God, self, neighbour and creation
- Wisdom – seeking understanding through a holistic education

McAuley College prioritises the education of the whole person, and this is evident in our Pastoral Care program. Our priority is to build a safe and supportive community based on restorative practices.

The College's values reflect the community's links with the Sisters of Mercy (founders of St Mary's School, Beaudesert, and All Saints' School, Boonah) and the Mercy spirituality; along with the College's commitment to understanding and honouring the indigenous peoples associated with the region.

## Our School Context

The College is named in honour of Catherine McAuley, who founded the order of the Sisters of Mercy in Ireland in 1831. Catherine McAuley recognised the needs of those who were marginalised and oppressed. She established a House of Mercy in Dublin, which provided educational, religious and social services for women and children who were at risk. Less than a decade later, Catherine's sisters crossed the oceans to establish schools and hospitals in many countries, including Australia. The Sisters of Mercy opened St Mary's School, Beaudesert, in 1901, and All Saints' School, Boonah, in 1957.

McAuley College will continue this mission through the provision of quality, caring, Catholic secondary education for all our students. The College will draw its students from the schools within the broader Scenic Rim and is responsive to the needs of students and their families in the local area.

## Consultation Process

The College was founded in 2017. Consultation regarding the Vision, Mission and subsequently, the School Wide Positive Behaviour Support Plan has principally involved the College Steering Committee. The Steering Committee was formed by Brisbane Catholic Education and has established the foundational Vision of the College. The committee was made up of the College Founding Principal as well as representatives from Brisbane Catholic Education, the St Mary's Beaudesert Parish Priest, representatives of the local Catholic Primary schools, prospective parents and members of the Scenic Rim region. Consultation has also included members of the Brisbane Congregation of the Sisters of Mercy and founding staff members of the College.

The McAuley College School Wide Positive Behaviour Support Plan was also informed by the Brisbane Catholic Education Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines. The plan was endorsed by the Principal and the Area Supervisor and will be reviewed at least every five (5) years.

## Our Beliefs

At McAuley College, we believe that school play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual development and wellbeing of our students. A key aspect on the College playing this vital role in the lives of our students is to build positive and respectful relationships across the College. Students learn best when they experience connectedness and feel valued and safe. McAuley College is therefore committed to positive, proactive practices in the support of student behaviour. This is based on the belief that young people at our College are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. The formation of right behaviour and respectful relationships will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

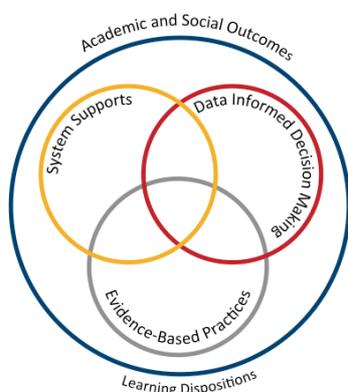
The College enters into partnership with parents in the education of their children. In partnership with parents and carers, we are committed to each and every student's success. McAuley College recognises the vital role that parents play in the formation of their children and therefore communication with parents, support from parents and involvement of parents is integral in the College's school wide behavioural plan.

The College believes in maintaining **high expectations regarding behaviour** as an integral aspect of holistic education and to ensure that our students develop a sense of respect for themselves and others.

## Our Approach - Positive Behaviour 4 Learning

### What is Positive Behaviour 4 Learning?

PB4Learning is about people, practices and processes – it is not a program but reflects way we approach behaviours and expectations within the College. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self Assessment*, by OSEP Center On positive Behavioral Interventions and Supports, 2004, Eugene OR: Lewis

## Theoretical and conceptual characteristics

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. Behaviour is learned and rule governed, and 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

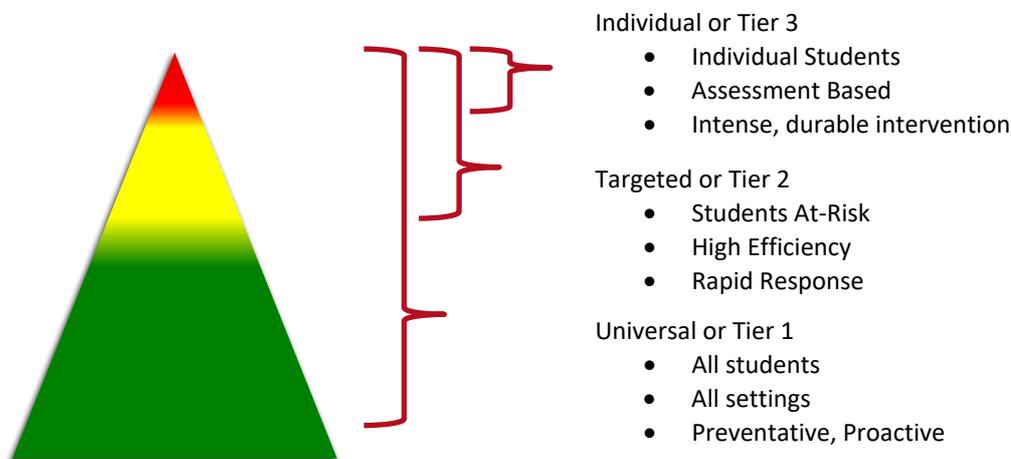
An important component of PB4Learning is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

**TIER 1.** The first level focuses on universal behavioural and academic supports for all students. Through the explicit teaching of behaviours that are valued in the College, we focus on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school. All members of staff, especially classroom teachers, are involved in teaching and reinforcing positive behaviours. Student behaviour is inextricably linked to the quality of the learning experience facilitated by the teacher and as such, positive, trusting and respectful relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving educational outcomes.

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.** The second level focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive targeted supports such as small group social skill instruction, academic supports and self-management strategies.

**TIER 3.** Finally, the tertiary level of support is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



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

## **Tier 1 - McAuley College's Universal Positive Behaviours**

Agreed upon student expectations promote consistency across the staff and school community and help develop a clear understanding of the positive behaviours that are expected at McAuley College.

McAuley College Core Positive Behaviours are:

- Respect, self, others and the College
- Excellence
- Act responsibly
- Live with integrity

Our school-wide matrix determines the social skills and 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 behaviour and discipline. A copy of the McAuley school-wide matrix is included as Appendix D – Keeping it REAL at McAuley.

In addition to our school-wide 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. Further information on the [Australian Curriculum General Capabilities](#).

Effective instruction regarding expected behaviours requires more than providing the rule—it requires instruction, practice, feedback, re-teaching, and encouragement. Instruction takes place each day, throughout the day, all year long.

At McAuley College there are many ways that staff establish the behaviour expectations of our students, including:

- Explicit teaching and consistent follow-up of school expectations in each classroom
- Maintaining high expectations in all circumstances
- Modelling positive behaviours to students
- Affirming students who demonstrate positive behaviours
- Displaying the Positive Behaviour 4 Learning (Keeping it REAL) school-wide matrix clearly in classrooms
- Explaining school and classroom rules when the opportunity arises.
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Effective communication and sharing a common language
- New student orientation
- College assemblies
- Timely communication with parents

It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement. PB4L encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions. Specifically encouraging PB4L utilises effective, specific positive feedback, teacher attention both contingent (attention based on performance) and non-contingent (greetings, smiles, conversations) and a tangible reinforcement system that includes communicating positive behaviours with parents, McAuley Spirit Cup, postcards to parents, as well as academic, attendance, application and REAL awards.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

## **Tier 2 – Targeted supports**

Targeted interventions play a key role in supporting students at risk of academic and/or behavioural problems and may prevent the need for more intensive interventions. These students may have trouble with low level but disruptive behaviours that are detrimental to instruction and interfere with their own learning or the learning of others.

Students are identified proactively through methods such as discipline data, attendance data, teacher nomination and parent communication. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

Targeted supports may include:

- A Behavioural Education Program (BEP) – RISE program

This school based program provides daily support and monitoring for students. Students check in with their BEP teacher/school officer (usually Year Coordinator or House Coordinator) before classes begin to discuss progress and be issued with a daily progress report (DPR) card. Teachers deliver feedback for the student according to the Keeping it REAL behaviours during each period or activity and note the daily progress report card. In the afternoon the student checks out with their BEP teacher/school officer. A copy of the DPR card is sent home with the student to be discussed by parent(s) with the option of having it signed by parents and returned to school the next day. A student's progress is reviewed regularly and decisions are made regarding the required ongoing support for the student. RISE increases the support and contingent feedback that is often required by students who consistently do not meet expected behaviours.

- Check and Connect

Check & Connect is an initiative used with students who are disengaged from school and learning. The core of Check & Connect is a trusting relationship between the student and a caring, trained mentor (usually a College staff member). This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student. The Check refers to systematic monitoring of student performance variables (e.g. absences, lates, behavioural referrals, grades) and the Connect refers to personalized, timely intervention focused on problem solving, skill building, and competence enhancement.

- The Academic or Social Club

This type of intervention involves directly teaching academic or social skills to enhance a student's ability to engage with their learning and interact with peers and adults. This type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. This intervention would usually happen during a student's own time or after school and may require compulsory attendance. An example of this TIER 2 program is the teacher directed Homework Club.

- Restorative practice conference

Restorative practices are based on the importance of positive relationships in building community and involves processes that restore relationships when harm has occurred. This type of intervention involves a teacher (or specialist staff member) meeting with students following an incident where one or more students may have caused harm to one or more other students. Through the use of a defined set of questions the restorative practice conference deals with the consequences of the wrongdoing and decides how best to repair the harm.

The College may adopt other targeted supports as required by the individual circumstances of the students involved.

### **Tier 3 - Individualised Interventions.**

Successful outcomes for students whose behaviour has not responded to universal or targeted supports are dependent on the ability to intervene as early as possible with appropriate evidence-based interventions. Evidence gathered may include:

- Collection of background information through student files
- Feedback from teaching staff
- Observed interactions with staff and students
- Classroom observations
- Interviews with relevant stakeholders including the student and their parents
- Feedback from targeted supports that were implemented as a Tier 2 intervention

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternate pathways of care. Individual supports may include:

- Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- Wrap Around with outside agencies
- The development of an individual plan
- Collaborative meetings to share information and plan effective intervention strategies
- Teaching replacement behaviours
- Creating routines and environments to facilitate success
- Monitoring and evaluating the effectiveness of the behaviour plan

## **Responding to inappropriate Behaviours**

*The best defence is always a great offence*

Even with our positive approach to teaching and supporting appropriate behaviour, some problem 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 other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

The process of responding to problem behaviour is much like an error analysis, which is commonly used for academic work. Students who have a "skills deficit" will need more explicit instruction and practice while students who have a "performance deficit" need more prompts and cues to highlight the need for the replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.

### **A continuum of Responses**

Our monitoring system for both major and minor behaviours assists the College in making decisions about when to engage other supports to address the problem. Typical consideration would include:

- The student is losing instructional time because of his/her behaviour.
- The behaviour is occurring frequently, requiring substantial teacher time
- The intensity of the behaviour draws attention of those close-by causing disruption to activities.
- The student is not responding to universal supports.

To correct inappropriate behaviour, the College has a system in place that enables staff to efficiently and effectively respond to a range of behaviours, from relatively minor ones, to persistent minor behaviours and to more serious and major problems.

## **Minor behaviours - teacher managed**

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though consequences for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral. The definitions of teacher managed behaviours (minors) has been included in Appendix A.

Although the Teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with families and colleagues.

Teachers typically address minor behaviours using best practices that include correction and re-teaching. Appendix B includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour. Contact with parents may also be warranted to ensure that they are informed of inappropriate behaviour in a timely manner.

If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment. Prevention strategies may include giving a student time away from their regular program in a separate area in the classroom, in another supervised classroom or in the office. The intent of the "time away" is for a student to regain control of their own behaviour.

## **Major behaviours requiring Targeted and Individualised Supports**

Major behaviours may include more serious or chronic disruption, concerns for the safety of the student or others, or potentially illegal behaviour. This will typically result in targeted or individual responses taken by the Year Coordinator/House Coordinator and/or College Leadership Team. This may include more intensive teaching, restorative and restitution activities, strategies to help the student handle future situations, parent/carer conferences, detentions, suspensions and in very limited cases recommendation for exclusion. The definitions of major behaviours and the possible consequences have been included in Appendix C.

The targeted responses to major behaviours taken by the College are guided by the following:

- are just and reasonable and convey a sense of forgiveness
- contribute to the development of justice in the school
- foster responsibility for actions
- focus on restorative practices.

The targeted or individual responses taken by the College achieve the following objectives:

- protect the rights of the students, staff and learning community
- help students develop a plan for change to acceptable patterns of behaviour
- keep the parents/caregivers of the student informed and engage them in assisting to secure a change to acceptable patterns of behaviour by the student
- safeguard the right of teachers to be able to teach without unacceptable disruption
- safeguard the right of other students to learn without unacceptable disruption

The targeted or individual responses to major behaviours available to McAuley College through the Brisbane Catholic Education's Student Behaviour Support Policy include:

- Detention
- Suspension
- Negotiated change of school
- Exclusion

The definitions of major behaviours and possible consequences have been included in Appendix C.

## Relevant Brisbane Catholic Education Policies

Brisbane Catholic Education (2012) *Student behaviour support policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (1997) *Administration of medication to students*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Justice education policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Learning and teaching framework*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2008) *Code of conduct*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Family school partnership policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2005) *Living life to the full: promoting personal and social development in the school context. A discussion paper for the Archdiocese of Brisbane*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Student protection policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Strategic renewal framework for Catholic Schools Archdiocese of Brisbane 2012-2016*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Weapons in schools policy*. Brisbane: Brisbane Catholic Education.

## Appendix A

### Behaviour Definitions

#### Minor Behaviours - teacher managed

	<b>Descriptor</b>	<b>Definition</b>	<b>Possible consequences</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Use of specific strategies as outlined in Appendix B. Discuss with Year Level Coordinator and/or House Coordinator, STIE and Guidance Counsellor. Contact parents.
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	
<b>3</b>	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
<b>4</b>	Minor Disruption	Student engages in low intensity, but inappropriate disruption	
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school’s dress code	
<b>6</b>	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone and/or computer	
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	
<b>8</b>	Late	Students arrive late to class	
<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”	
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	

## Appendix B

### Strategies to Manage Minor Behaviour

Technique	Explanation
<b>Proximity</b>	This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control their impulses by proximity.
<b>Signal Non-verbal Cue</b>	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
<b>Ignore/Attend/Praise</b>	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
<b>Restitution</b>	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
<b>Re-Direct</b>	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
<b>Re-teach</b>	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
<b>Provide Choice</b>	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
<b>Student Conference</b>	This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

## Appendix C

### Major Behaviours

	Descriptor	Definition	Possible Consequences
1	Verbal Aggression	Language directed at other students in a demeaning or aggressive manner	Refer to Year Coordinator/House Coordinator Parent contact Restorative justice conference Detention
		Language directed at a staff member in a demeaning or aggressive manner	Refer to College Leadership Team Parent contact Restorative justice conference Suspension Referral for assessment and support from specialist staff Individual Behaviour Support Plan
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Refer to College Leadership Team Parent contact Police or other agency report Suspension Restorative justice conference Referral for assessment and support from specialist staff Individual Behaviour Support Plan
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Refer to Year Coordinator/House Coordinator Parent contact Restorative justice conference Detention
		The above action is repeated following previous intervention	Refer to College Leadership Team Parent contact Police or other agency report Suspension Restorative justice conference Referral for assessment and support from specialist staff Individual Behaviour Support Plan
4	Defiance/non-compliance – Major	Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away	Refer to College Leadership Team Parent contact Restorative justice conference Suspension
5	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Refer to Year Coordinator/House Coordinator Parent contact BEP
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	Refer to Year Coordinator/House Coordinator Parent contact Student returned home

	<b>Descriptor</b>	<b>Definition</b>	<b>Possible Consequences</b>
<b>7</b>	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Refer to College Leadership Team Parent contact Police or other agency report Suspension Restorative justice conference Restitution
<b>8</b>	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	Refer to Year Coordinator/House Coordinator Parent contact Detention BEP Referral for assessment and support from specialist staff Individual Behaviour Support Plan
<b>9</b>	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	Refer to College Leadership Team Parent contact Police or other agency report Suspension Restorative justice conference Restitution
<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.	Refer to College Leadership Team Parent contact Detention/Suspension
<b>11</b>	Major Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.	Refer to Year Coordinator/House Coordinator Confiscation of device Parent contact Detention Restorative justice conference
<b>12</b>	Use/possession of Alcohol	Student is in possession or is using alcohol	Refer to College Leadership Team Parent contact Detention/Suspension Referral for assessment and support from specialist staff
<b>13</b>	Use/possession of Illegal Drugs	Student is in possession of or is using illegal drugs/substances or imitations	Refer to College Leadership Team Parent contact Possible medical attention Police or other agency report Suspension Referral for assessment and support from specialist staff
<b>14</b>	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Refer to College Leadership Team Parent contact Possible medical attention Suspension Referral for assessment and support from specialist staff

	<b>Descriptor</b>	<b>Definition</b>	<b>Possible Consequences</b>
<b>15</b>	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	Refer to College Leadership Team Parent contact Possible medical attention Suspension Referral for assessment and support from specialist staff
<b>16</b>	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	Refer to College Leadership Team Parent contact Police or other agency report Suspension Referral for assessment and support from specialist staff
<b>17</b>	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	Refer to Year Coordinator/House Coordinator Parent contact Detention/Suspension
<b>18</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	Refer to College Leadership Team Parent contact Possible medical attention Police or other agency report Suspension Referral for assessment and support from specialist staff

Other behaviours that may not be listed and deemed as major by the College Leadership Team may incur some or all of the above possible consequences. Students who repeat the above behaviours following interventions may be recommended for exclusion.

## DEFINITIONS

### Detention

The Principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff.

What is detention?

A 'detention' is any relatively short period when a student is:

- required to remain at school, or in a particular classroom, in student's 'non-class' time (recess, lunchtime, recreation time, after school) or
- excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).

The opportunity exists during a detention to use that time to:

- repair relationships
- use restorative practices
- make plans for appropriate behaviour, and
- rehearse alternative behaviours.

A detention should be constructive and age-appropriate. It can signal to a student that their inappropriate behaviour will be met with an immediate consequence. Detentions can be a deterrent to problem behaviour.

A student could be delayed from enjoying pleasant recreational activities (recess, lunchtime, recreation time or after school) or from participating in normal classes with a referral to another classroom or a member of the College leadership team

## Guidelines associated with detention

Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines outline the following expectations for schools using detention as a method of managing student behaviour:

- that the detention itself is age-appropriate and that the student is adequately supervised by a member of the teaching staff or College Leadership team for the entire period of detention (what is adequate will depend on the student's age, stage of development, and any special needs)
- the student's safety and welfare needs are being addressed - the student is given appropriate access to food, access to drink facilities and access to toileting facilities
- a detention room should not be regarded as a punitive environment
- the student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way
- interaction between a student and the supervising teacher should be emotionally neutral; the aim should be for the student to devise a plan that negotiates readmission to class.
- where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student's travel from school to home. If detention will jeopardise a student's safe transport home, it is appropriate to postpone the detention until alternative arrangements can be negotiated with the student's parents/caregivers.

## Suspension

The principal of a Brisbane Catholic Education school may suspend full-time or part-time a student from that school for a period up to 10 school days or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the principal believes poses an unacceptable risk to members of the school community. In the absence of the principal from the school, the Acting Principal has the same authority to suspend. The principal may also delegate the authority to suspend to members of the College's Senior Leadership team. A suspension could take place in school or out of school.

### What is suspension?

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and school related functions for a defined period of time.

- Any single suspension cannot exceed ten school days without being referred to the Director, School Services
- Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days
- By mutually agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program.

Suspension may occur if so decided by the school Principal after he/she has:

- Ensured that all appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that all appropriate support personnel available, within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances, has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension and considered the response of the student and/or parent/caregivers
- As far as practical, provided to the student and/or parent/caregivers a formal written behaviour notification detailing these behaviours, as well as clear expectations of what is required of the student in future
- Recorded all actions taken in appropriate school files or BCE database.

### Why would a student be suspended?

Principals may suspend where behaviour includes:

- Persistent noncompliance - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended.

- Persistent disruption - Students who persistently disrupt and prevent the learning and teaching of others may be suspended.
- Breach of school's Code of Expected Student Behaviour - Students who seriously breach the school's published rules and regulations may be suspended.
- Suspension is not to be used as punishment for poor attendance.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence including threats made using telecommunications e.g. social media), or the presence of weapons or illegal drugs.

Principals may suspend immediately any student whose behaviour includes the following:

- Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. In cases where the substance is being represented by the student as an illegal drug, the matter should be referred to the police.
- Violence or threat of serious physical violence - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.
- Possession of a weapon - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

What is the purpose of suspension?

Suspension is imposed as a disciplinary measure and for no other reason. The purpose is to:

- Signal that the student's present behaviour is not acceptable.
- Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour. For students with high support needs, action is taken to review the implementation and efficiency of educational adjustments and behavioural plans and advice is sought from case managers.
- Establish a negotiation process for the student's re-entry to the college, based on the student's achieving some explicit goals related to improved behaviour.
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's unacceptable behaviour and are involved in the process of negotiation for re-entry.
- Protect the right of staff to work in a safe and professional environment and the right of other students to learn without being unduly disrupted or put at risk.

Will the school provide schoolwork for a student to complete during suspension?

A school is **not** obliged to provide a student with schoolwork during suspension, however a principal may provide such work if they consider it appropriate to do so.

What is the role of the parent/caregiver during a student's suspension?

- Parents/caregivers have responsibility for their children while they are under suspension.
- Parents/caregivers have a responsibility to provide appropriate supervision as students on suspension may not attend school and school-related functions. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school or allowing the student to enter the college grounds for any reason during the period of suspension) the Principal should inform the Area Supervisor.
- Parents/caregivers are required to attend a re-entry interview with a member of the college senior leadership team. Students will be required to attend this interview with their parents/caregiver before their re-admission to the college community.

What are the procedures associated with suspension?

When the decision to suspend a student has been made the following procedures are followed:

- Initial notification of suspension may take place by telephone and as soon as practical, notification of suspension will be made to parents/caregivers in writing.
- An agreement is reached about arrangements for the collection of the student from the College.

Written notification of the suspension will:

- indicate the reasons for the suspension
- advise the length of the suspension, the expected return date, and the conditions to be met to enable the student to return
- outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension
- inform parents/caregivers that as a usual part of the return of a student from suspension that an appointment must be made to meet with a member of the college senior leadership team to discuss the student's return to school. It is expected that a parent/caregiver will attend this appointment, with the student and that the meeting will occur before the student is readmitted to the college

## **Exclusion**

In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Director, School Services recommending the exclusion of a student from a Brisbane Catholic Education school. The Director, School Services will in turn forward this submission with his/her own recommendation to the Executive Director for decision.

- A Principal may not exclude a student on his or her own authority
- A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Director, School Services.
- In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

What is exclusion?

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related-functions, on the authority of the Executive Director (or nominee). Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending any Brisbane Catholic Education school.

What is the purpose of exclusion?

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the long-term safety and wellbeing of other students and staff.
- Remove the student from an established environment in which severely unacceptable 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 rehabilitation needs.
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

When would exclusion be considered?

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Exclusion signals that the student's behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort.

The exception to this is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary. Where a serious breach of the student code of expected behaviour has occurred, the Principal may give parents and students an understanding of a range of options open to them. Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it. Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/ caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

What are the procedures associated with exclusion?

The Principal will:

- Consult with the Area Supervisor.
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service.
- Notify the student and the parents/caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student and parents/caregivers to respond.
- Provide the parents or caregivers, or student where the student is living independently, with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The principal is entitled to use discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent/caregiver to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor.
- Consider any response from the student and parents/caregivers before proceeding further.
- Request a meeting with the student's parents/caregivers to discuss the process and the reasons for the recommendation.
- Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal.
- Forward a submission to the Director, School Services detailing the reasons, the action taken to moderate the student's behaviour (where appropriate), a copy of all required documentation and any response from the student, parents/caregivers.

The Executive Director (or nominee) will consider the application for exclusion and may:

- Consult with the Principal and Area Supervisor.
- Provide an opportunity for the student and the student's parents/caregivers to be consulted, by a designated person/s. While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Executive Director. Where an application for exclusion by the Principal has been agreed to by the Executive Director, the Principal will write to parents to notify them.

## **Appeals**

When can an appeal against a suspension or exclusion be made?

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers, or students living independently, may appeal a suspension longer than three days to the Area Supervisor. Parents or students living independently may appeal an exclusion to the Executive Director.

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals' process. Alternative options to respond will be considered.

Appeals are made to:

- The Principal of the school about a decision to suspend a student for less than three days,
  - The Area Supervisor about a decision to suspend a student for more than three days from a particular school;
- or
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school.

## Appendix D



# McAULEY COLLEGE † SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT PLAN

## KEEPING IT **REAL** AT McAULEY COLLEGE

	IN THE CLASSROOM	CANTEEN & EATING AREAS	BUILDINGS AND GROUNDS	IT	COMMUNITY EVENTS & TEAMS	BUSES
<b>R</b> ESPECT	<ul style="list-style-type: none"> <li>Follows teacher direction</li> <li>Demonstrates a positive attitude to their learning</li> <li>Values the views of others</li> <li>Respects the right of others to learn</li> <li>Takes care of personal belongings and respects others property</li> </ul>	<ul style="list-style-type: none"> <li>Respect the possessions of others</li> <li>No ball games in eating areas</li> <li>Be welcoming of others</li> </ul>	<ul style="list-style-type: none"> <li>Keep our College looking clean and loved</li> <li>Follow staff instructions</li> <li>Care for all buildings and furniture</li> </ul>	<ul style="list-style-type: none"> <li>Care for all IT equipment</li> <li>Respect the feelings of others in all social media posts</li> <li>Respect the IT equipment owned by others</li> </ul>	<ul style="list-style-type: none"> <li>Wear the uniform with pride at all times</li> <li>Treat others as you wish to be treated</li> <li>Be welcoming of visitors</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions of the driver</li> <li>Follow instructions of teachers</li> <li>Be respectful of members of the public</li> </ul>
<b>E</b> XCELLENCE	<ul style="list-style-type: none"> <li>Completes all tasks</li> <li>Completes homework</li> <li>Submits their best work and strives to improve</li> <li>Contributes in class</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy choices</li> <li>Socialise and build friendships</li> </ul>	<ul style="list-style-type: none"> <li>Keep lockers tidy and store items securely</li> <li>Take pride in our College and appreciate what is provided for my education</li> </ul>	<ul style="list-style-type: none"> <li>Only use sites that are relevant to my learning</li> <li>Use research skills to enhance my learning</li> <li>Develop my IT skills to assist my learning</li> </ul>	<ul style="list-style-type: none"> <li>Prepare, practice and participate as well as I can</li> <li>Inspire others through my words and actions</li> <li>Be a leader through my words and actions</li> </ul>	<ul style="list-style-type: none"> <li>Model appropriate behaviour</li> <li>Speak quietly</li> <li>Greet and thank the driver</li> </ul>
<b>A</b> CT RESPONSIBLY	<ul style="list-style-type: none"> <li>Arrives on time to class</li> <li>Is prepared for class with necessary equipment</li> <li>Values the class environment and contributes positively to it</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the areas are kept clean</li> <li>Be sun safe</li> <li>Stand in line and exercise patience</li> </ul>	<ul style="list-style-type: none"> <li>Only be in appropriate areas</li> <li>Move safely using designate pathways</li> <li>Use sports equipment safely in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>Be cyber safe</li> <li>Report any inappropriate use of IT</li> <li>Use my time on technology wisely</li> </ul>	<ul style="list-style-type: none"> <li>Keep all commitments that I make</li> <li>Represent the College in the best way I can</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of all safety requirements</li> <li>Be on time</li> </ul>
<b>L</b> IVE WITH INTEGRITY	<ul style="list-style-type: none"> <li>Speaks and acts positively</li> <li>Demonstrates care for the classroom environment</li> <li>Encourages others</li> <li>Greets their teacher and visitors to the College</li> <li>Shows concern for all who are part of the McAuley College family</li> </ul>	<ul style="list-style-type: none"> <li>Consider others through my words and actions</li> <li>Express gratitude and say thank you</li> </ul>	<ul style="list-style-type: none"> <li>Immediately report any damage</li> <li>Greet people as you pass them</li> <li>Smile</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that I post positive comments</li> <li>Immediately report any damage</li> <li>Do not visit inappropriate sites</li> </ul>	<ul style="list-style-type: none"> <li>Do what I say that I will do</li> <li>Support the efforts of others</li> <li>Be a true team player</li> </ul>	<ul style="list-style-type: none"> <li>Immediately report any damage</li> <li>Be honest in all that I do and say</li> </ul>

*At all times I demonstrate pride in myself and my College by maintaining a neat and tidy appearance and wear the correct uniform.  
I am always conscious of using good manners and speaking positively.*