

# School Student Behaviour Support Plan

## School Mission and Vision – Teach Challenge Transform

**McAuley College Beaudesert** 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 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. We are a student-centred, faith based, 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

The College's values reflect the links of the community 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 First Nation's people 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 Primary School, Beaudesert, in 1901, and All Saints' School, Boonah, in 1957.

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

## Consultation and Review Process

The College was founded in 2017. Consultation regarding the Vision, Mission and subsequently, the Student Behaviour Support Plan initially involved the College Steering Committee. The Steering Committee was formed by Brisbane Catholic Education and 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 Student Behaviour Support Plan is informed by the Brisbane Catholic Education Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines. The plan is endorsed by the Principal and reviewed every two years with a high-level check annually.

## Section A: Our Student Behaviour Support systems.

### 1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

At McAuley College, we believe that school plays 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.

## 2. Our Systems Approach - Positive Behaviour for Learning (PB4L) What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

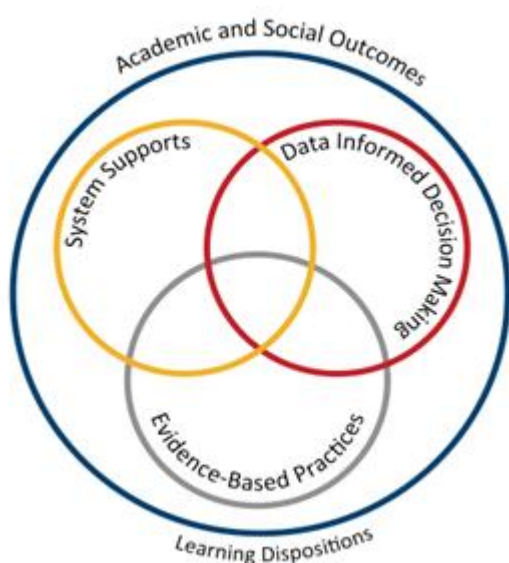


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008).

### Continuum of support and key features

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

### **Tier 1 Universal Supports:**

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

### **Tier 2 Targeted Supports:**

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

### **Tier 3 Personalised Supports:**

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

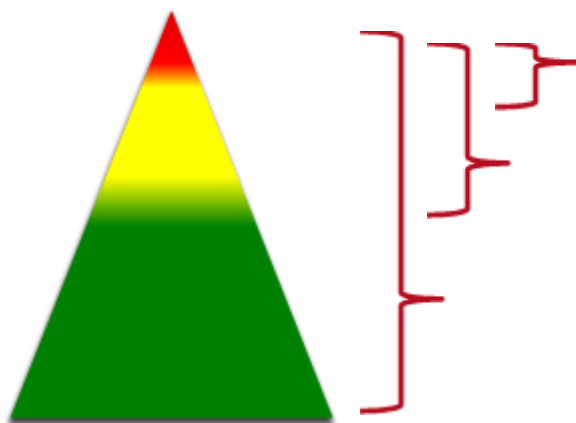


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

#### Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

#### Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

#### Universal or Tier 1

- All students
- All settings
- Preventative, proactive

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

### **3. Student Behaviour Support Leadership & Professional Learning for School/College staff**

The McAuley College Student Behaviour Support is led by the following College teams:

The College Senior Leadership Team (SLT) – includes the College Principal, Deputy Principal (DP), Assistant Principal Religious Education (APRE), Assistant Principal Student Wellbeing (APSW) and the Business Manager (BM). The SLT provides the overall direction of Student Behaviour Support and is responsible for the high-level decision making in relation to responding to unproductive behaviours. The SLT meets weekly with a standing agenda item on students at every meeting.

The McAuley College Pastoral Care Team (PCT) – includes the APSW and Pastoral Leaders. The PCT analyse Engage Student Support System data and discuss the day-to-day provision of Student Behaviour Support to each year level as well as the specific requirements of students. The PCT meet regularly in a formal setting, but informally, connect each day to discuss students and any relevant concerns.

Targeted Support Group (TSG) – includes APSW, Guidance Counsellors and the Support Teacher (s) Inclusive Education (STIE). The TSG provides guidance on the development of PB4L education of students as well as developing, delivering and reviewing targeted supports under Tier 2 and Tier 3 responses. The TSG meet regularly, as well as when required to respond to the specific needs of a student.

Members of the teams noted above continue to undertake PB4L and Student Behaviour Support professional development provided by Brisbane Catholic Education.

Each year, all teaching staff are reminded of the basic principles of PB4L and how these should be reflected in their day-to-day practice. This is part of the Professional Development days conducted at the start of the year, in January, as well as continually reminders across each term at Staff Meetings or Staff Briefings. All new staff are expected to complete several relevant modules in iLEARN to build a foundation knowledge of PB4L. Key aspects are further reinforced through the Induction Program for new staff.

## **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:

- Resect
- Excellence
- Act Responsibly
- Live with integrity

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

Our expectations are aligned to our School Wide Behaviour Support Matrix entitled 'Keeping it REAL' (Appendix C).

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

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

## **2. Focus: Teaching Expected behaviour**

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

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

- Beginning of school year orientation day
- Pastoral care period, weekly throughout the year
- Time built into the first few weeks of school and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

## **3. Feedback: Encouraging Productive Behaviours for learning**

### **Tier 1 Universal Supports:**

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

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

**The encouragement strategies in place for school and classroom include:**

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

**Tier 2 Targeted Supports:**

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

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

The evidence-based targeted supports currently available for students in the school 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 Pastoral Leader) 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 Skills 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. Examples of this TIER 2 program is the teacher directed Homework Club, REAL Reflection Room and TRAC Room.

- 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.

- TRAC Room each and every lunch time.

The TRAC Room is a space where students can be directed or can access during a lunch time to stay on track with their learning. A student referred to this space by a teacher will have non-completed homework or classwork / learning activities from within the classroom.

- REAL Reflection Room at lunch times.

The REAL Reflection Room is an intervention space that supports our Restorative approach to supporting student understanding of the impact of their actions. Students are invited into this process by their Pastoral Leader who oversees the restorative process. Students eat with their peer and then attend the RRR.

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

### **Tier 3 Personalised Supports:**

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional 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

### **4. Feedforward: Responding to Unproductive Behaviours**

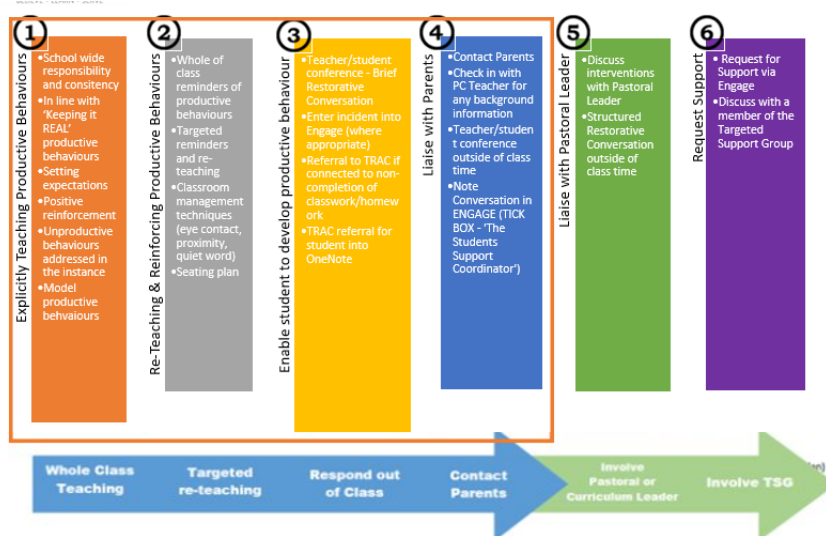
Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised. The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

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

## McAuley College Behaviour Responses



### 5. BCE Formal Sanctions

At McAuley College, the following Fromal Sanctions are utilised as appropriate:

- Detention process** – McAuley College has several processes that fall within the definition of a detention but our focus is on restorative processes as opposed to punitive punishment.
  - TRAC Room** – In the instance where unproductive behaviour impacts upon student learning and the completion of class tasks or assessment, students are referred to the TRAC Room which runs every day in first break and is supervised by a Middle Leader. The TRAC Room is a space where students can choose to attend to catch up on work or can be directed to catch up on work to be supported by a teacher.
  - REAL Reflection Room** – In instances where students have had repeat, or serious instances where college expectations are not met, a students Pastoral Leader will invite them to the REAL Reflection Room, where a restorative process focussing on the student understanding the impact of their actions on others will be undertaken. When a student is allocated to the REAL Reflection Room, parents/guardians will be informed via email or phone call.

- **REAL Reflection Block** – In instances where it is deemed that the action of the student may require a more focussed period of time for reflection, a student may be withdrawn from class for a REAL Reflection Block. This time is based on the restorative approach and facilitated by a Pastoral Leader. When a student is allocated a REAL Reflection Block, parents/guardians will be informed via email or phone call.
- **Suspension process** – Suspension will occur when there is a significant breach of College rules or expectations, that deem this as the appropriate and required response. Internal or external, and length of time, is recommended by the Pastoral Leader in discussion with the Assistant Principal Student Wellbeing (APSW) or by the APSW themselves, who then seeks approval for application of that sanction with the College Principal, or their delegate. For any suspension over five days, the Senior Leader is consulted to endorse the College recommendation. The APSW or Pastoral Leader ensure parents have been notified prior to the issuing of a suspension letter, signed by the College Principal. The APSW will ensure this is documented appropriately in ENGAGE. The letter will also outline the re-entry process, and timing of same. Any conditions required for that re-entry to occur will also be outlined in the letter.
- **Exclusions** at McAuley College are conducted in line with BCE policies and are done only after consultation with the Senior Leader – School Progress and Performance. An exclusion usually comes after several suspensions but can be triggered by a single event depending on the nature. At every point, parents/guardians are informed and have an opportunity to speak to the exclusion.

For appeals, the school aligns to BCE processes. For suspensions of one to five days in length, appeals are directed to the Principal. For suspensions of six or more days, appeals are directed to the Senior Leader – School Progress and Performance.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a>
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must:  (a) make the review decision within 5 business days after the application is made; and  (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

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

### Definition

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

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

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

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

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

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

#### 1. Understanding Bullying and Harassment

Throughout the year the College conducts anti-bullying and cyberbullying pro-active, preventative strategies. These include but are not limited to:

- Bully No Way Day
- Annual Adopt-a-cop address to the whole College
- Assembly addresses on preventative strategies
- Keeping it REAL Matrix
- Explicitly teach about conflict and bullying as part of the Pastoral Care program.

### Types of bullying

1. Physical Bullying - When a person (or group of people) uses actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal Bullying - Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert Bullying - Such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological Bullying - Examples include threatening, manipulating or stalking someone.

5. Cyber Bullying - Repeated unsafe, disrespectful and irresponsible technological practices may be considered cyberbullying. Cyberbullying is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically.

## 2. Teaching about Bullying and Harassment

The College has an extensive whole school Personal Development Program across Years 7 to 12. This maps out the important fundamental topics to address and at what time in the developmental cycle of teenagers. Embedded in this program are the personal and social capabilities as outlined in the ACARA curriculum.

In particular, the teaching of healthy relationships is a critical component of in the Health and Physical Education (HPE) syllabus from Years 7 to 10.

PB4L along with the McAuley College "Keeping it REAL" matrix, underpin the teaching in every lessons around positive behaviour and engagement with others. It sets clear expectations, guiding our words and actions in all our interactions. The student diary, along with regular assemblies and gatherings across the whole school or within year levels reinforce the important elements of healthy and positive relationships.

## 3. Responding to Bullying and Harassment

A student who feels they are being bullied or a person who is aware of the bullying of a student is encouraged to report the incident to a:

- (a) A Teacher
- (b) Pastoral Leader
- (c) Guidance Counsellor
- (d) A member of the College Leadership Team
- (e) Parents/Guardians

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

In situations where bullying has been reported, the following steps will be taken in response. These will be actioned by the relevant Pastoral Leader.

- **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.

#### 4. Preventing Bullying and Harassment

The College implements a number of explicit and intentional practices to assist in the preventing of bullying and harassment. These include:

1. A strong Pastoral Care Program and College culture around principles of inclusion, welcoming and celebrating difference. The College "Keeping it REAL" matrix highlights, in principle, the expected behaviours that should be demonstrated by all members of our community.
2. Student assemblies or gatherings – Student bullying and expectations around student behaviour will be discussed and information presented to promote and maintain our positive school culture where bullying is not accepted. For example – Presentations around PB4L and Cybersafety, Adopt-a-cop Visit and presentation on an annual basis, 'Bully No Way' day and ongoing reference across each and every presentation around our College Theme and "Keeping it REAL" matrix.
3. 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. For example – Professional Development days at the start of the year will embed reminders for all staff, as well as ongoing Pastoral Care Focus opportunities across each term staff meetings and staff briefings, New Staff Induction will include the completion of iLearn Modules that included PB4L and Bullying and Harassment elements, and resources within the classroom will assist in directing teacher practice.
4. As part of our conversations across the induction, refresher, and ongoing staff meetings and briefing, training will be provided that includes how to recognise and effectively respond to bullying, including cyberbullying.
5. New staff will engage in an extensive induction program which will include elements of the above, as well as the supporting processes and practices that help to build a positive school culture. Supply teachers will also engage in induction where College processes and practices that underpin our ways of working are outlined including the PB4L approach and "Keeping it REAL" matrix.
6. 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. The College will provide a number of key Parent Engagement evenings across each term, with at least one focusing on issues related to technology, including information around processes and practices connected to cyberbullying. Information Evenings for new parents or at key junctures in the journey will always refer to expectations regarding student behaviour and right relationships. The College newsletter contains regular information and updates and tips around these areas as well, including reference to resources available such as SchoolTV. Where concerns are raised, parent communication and support is critical for a successful outcome.
7. As noted above, explicit promotion of social and emotional competencies among students is embedded into the Whole School Personal Development Program.
8. And, as part of the Personal Development Program, 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)

## Key contacts for students and parents to report bullying

Parents and students have access to relevant email addresses, but as required the College email is [sbeaudesert@bne.catholic.edu.au](mailto:sbeaudesert@bne.catholic.edu.au).

Parents can also contact the College Office on 5542 3000.

In the first instances, students and parents would be encouraged to raise any concerns with the relevant Pastoral Care Teacher and/ or Pastoral Care leader.

If these contacts are not preferred, we would recommend the following role holders:

- Pastoral Leader Years 7 & 8 – Michael Colley – 5542 3000
- Pastoral Leader Years 9 and 10 – Lisa Smith – 5542 3000
- Pastoral Leader Years 11 and 12 – Janine du Plessis – 5542 3000
- Guidance Counsellor – Kym Houston – 5542 3000
- Guidance Counsellor – Chris Hannigan – 5542 3000
- Assistant Principal Student Wellbeing – Katrina Stevens – 5542 3000
- Principal – Jason Pacey – 5542 3000

## Cyberbullying

Cyberbullying is treated at McAuley 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.

McAuley College takes immediate action when cyberbullying is reported. Concerns are forwarded to the Pastoral Leader or Guidance Counsellor or a member of the College Leadership Team. The following steps are taken when cyberbullying is reported.

- **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 and inform appropriate school personnel (Principal, CLT, or other). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of cyberbullying. If the incident does not meet the criteria for cyberbullying, 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 the incident, following the school’s student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

## Resources

The College PB4L Framework and “Keeping it REAL” matrix, along with The [Australian Curriculum](#) <sup>↗</sup> provides the framework for your school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying, and cyberbullying are Personal and Social Capability (General capabilities) mapped into all Key Learning Areas, and Health and Physical Education.

- Bullying NoWay
- Office of the eSafety Commissioner
- PB4L Framework
- “Keeping it REAL” matrix

## 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.

McAuley College uses data from a range of sources, including Business Intelligence (BI), ENGAGE, eMinerva and Incident Reports, to review student progress and wellbeing. Pastoral Care teachers, along with classroom teachers and all staff, are responsive to anecdotal insights and observations that coupled with the above information, may raise some concerns.

Pastoral Care leaders meet regularly with the Assistant Principal, in a range of forums, including SWAT meetings (A combined meeting of Pastoral and Curriculum Leaders with Inclusive Education specialists), which allow for the discussion of the data and observations given verbally, to map out and plan for wholistic and individual wrap around supports for students. The Targeted Support Group (TSG) which includes the Support Teacher Inclusive Education and Guidance Counsellor, to also review student data and supports, make recommendations around support plans and learner matrices and prioritise supports needed for students as situations develop.

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## Relevant Brisbane Catholic Education Policies

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

## Appendix A - Behaviour Definitions

### Minor Behaviours

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

## Major Behaviours

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



<b>4</b>	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
<b>6</b>	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
<b>8</b>	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to

		phone, music/video players, camera, and/or computer	Facebook (written and images)
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>13</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>14</b>	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
<b>15</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>16</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
<b>17</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
<b>18</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

## Appendix B: Strategies to Manage Minor Behaviour

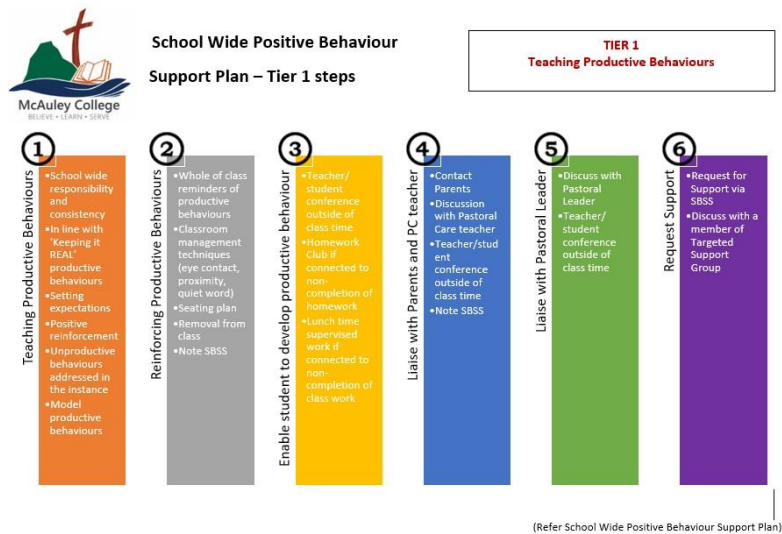
Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	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 student.
Ignore/Attend/ Praise	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.
Restitution	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.
Re-Direct	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".
Re-teach	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.
Provide Choice	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
Student Conference	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 – Keeping it REAL Matrix

 <b>McAULEY COLLEGE</b>  <b>SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT PLAN</b>						
<b>KEEPING IT REAL AT McAULEY COLLEGE</b>						
	IN THE CLASSROOM	CANTEEN & EATING AREAS	BUILDINGS AND GROUNDS	IT	COMMUNITY EVENTS & TEAMS	BUSES
<b>R</b> ESPECT	Follows teacher direction Demonstrates a positive attitude to their learning Values the views of others Respects the right of others to learn Takes care of personal belongings and respects others property	Respect the possessions of others No ball games in eating areas Be welcoming of others	Keep our College looking clean and loved Follow staff instructions Care for all buildings and furniture	Care for all IT equipment Respect the feelings of others in all social media posts Respect the IT equipment owned by others	Wear the uniform with pride at all times Treat others as you wish to be treated Be welcoming of visitors	Follow instructions of the driver Follow instructions of teachers Be respectful of members of the public
<b>E</b> XCELLENCE	Completes all tasks Completes homework Submits their best work and strives to improve Contributes in class	Make healthy choices Socialise and build friendships	Keep lockers tidy and store items securely Take pride in our College and appreciate what is provided for my education	Only use sites that are relevant to my learning Use research skills to enhance my learning Develop my IT skills to assist my learning	Prepare, practice and participate as well as I can Inspire others through my words and actions Be a leader through my words and actions	Model appropriate behaviour Speak quietly Greet and thank the driver
<b>A</b> CT RESPONSIBLY	Arrives on time to class Is prepared for class with necessary equipment Values the class environment and contributes positively to it	Ensure that the areas are kept clean Be sun safe Stand in line and exercise patience	Only be in appropriate areas Move safely using designate pathways Use sports equipment safely in designated areas	Be cyber safe Report any inappropriate use of IT Use my time on technology wisely	Keep all commitments that I make Represent the College in the best way I can	Be aware of all safety requirements Be on time
<b>L</b> IVE WITH INTEGRITY	Speaks and acts positively Demonstrates care for the classroom environment Encourages others Greet their teacher and visitors to the College Shows concern for all who are part of the McAuley College family	Consider others through my words and actions Express gratitude and say thank you	Immediately report any damage Greet people as you pass them Smile	Ensure that I post positive comments Immediately report any damage Do not visit inappropriate sites	Do what I say that I will do Support the efforts of others Be a true team player	Immediately report any damage Be honest in all that I do and say

*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.*

## Appendix D – Support Plan – Tier 1 Steps



Approver:	Jason Pacey Principal	Issue date:	13 January 2026	Next review date:	January 2027
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