SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

At Aquinas College, it is acknowledged that a diverse range of personal, social, cultural, family, and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Aquinas College seeks to develop, throughout the school community, right behaviours and respectful relationships that are infused with Gospel Values and align with our college Vision and Mission Statement.

The following common features are integrated into the Vertical Pastoral Care system, existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students:

- Quality relationships and partnerships: fostering respectful interpersonal relationships among and between all community members.
- A commitment to justice and service: identifying and eliminating barriers that hinder students' participation and achievement.
- Inclusive learning and teaching: welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties.
- Formation of self-discipline and responsibility: developing in students' qualities of self-discipline and reciprocal responsibility, as well as a social conscience.
- Effective networks of care across the community: developing partnerships with the wider community, church groups, support services, respite care, and health services.
- Organisational structures: establishing specific whole-school structures, processes and arrangements in order to support student formation and redirection, grievances and appeals, reconciliation, and restoration.

This Student Behaviour Support Policy is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within the school community. Through this policy, shared expectations for student behaviour are clear for everyone, thereby assisting Aquinas College to create and maintain a safe and happy learning and teaching environment. A restorative approach to student behaviour support is integrated at Aquinas College this promotes justice, equality and the dignity of the human person.

Our School Context

Aquinas College, Ashmore is committed to high quality learning and teaching for the students enrolled at our school. Situated within the Archdiocese of Brisbane, Aquinas College is founded on Christ and the Sisters of Mercy and Edmund Rice traditions and is at the service of our students, families, society and the Church. The Mercy and Edmund Rice traditions promote the Mission of the church through working with children who are vulnerable. Providing a safe and respectful learning environment is central to the charism of the College. As a system school under the administration of Brisbane Catholic Education (BCE), and, in compliance with the requirements of the Working with Children (Risk Management and Screening) Act 2000 and the Working with Children (Risk Management and Screening) Regulation 2020, Aquinas College has developed a Child and Youth Risk Management Strategy (CYRMS) which references Brisbane Catholic Education (BCE) system wide policies and

procedures which support the safety, protection and well-being of students and is contextualised to our school environment. For further information regarding Aquinas College's CYRMS please contact Marcus Richardson, College Principal – 07 5510 2888.

Consultation and Review Process

The consultation process is completed with teaching staff, including Pastoral Leaders and College Leadership to ensure the School Student Behaviour Support Plan is relevant to all members of the community. A detailed review is completed every two years (next review due Term 2, 2025). It is important to note that this document is supported by the use of Engage and Behaviour Support Room data.

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.

The College subscribes the BCE Model of Pedagogy valuing the elements of Focus, Establish, Activate, Respond and Evaluate. Critical to this is our community investment in knowing our students, planning for differentiation and implementing pedagogical practices that support an inclusive teaching and learning environment.

Effective learning and teaching is supported by a safe, positive, and productive learning environment, which is based on the principles of consistency, fairness, and engagement.

At Aquinas College, we believe in quality learning outcomes for all students. The College engages a pedagogical framework that supports students to achieve increased academic and social progress and achievement for all students through the Positive Behaviours for Learning Framework by:

1. Providing a warm, safe, and supportive classroom environment where students and teachers develop positive relationships.
2. Ensuring that students are known through employing data informed practices, including the use of data placemats and Bright Spots to highlight individual needs.
3. Employing strategies from the BCE Model of Pedagogy to engage students such as explicit instruction, Strategies that Maximise Impact, Gradual Release of Responsibility and effective feedback.

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.

Theoretical and conceptual characteristics
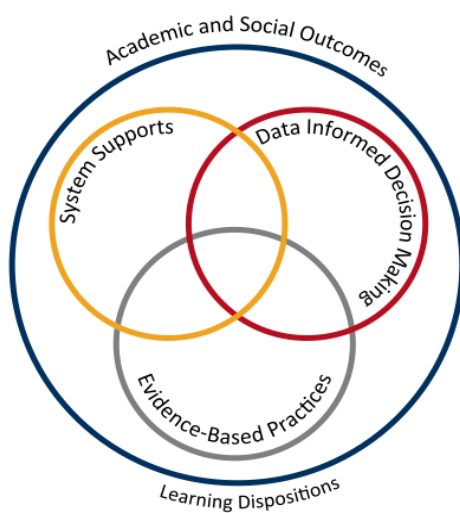
PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what 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.
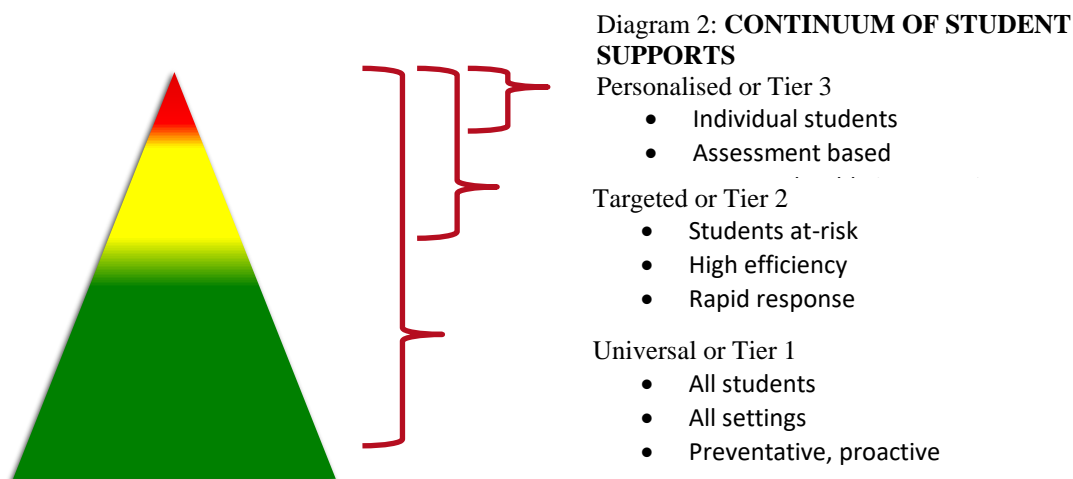
Tier 1 Universal Supports:
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. 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

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 College staff

At Aquinas, we have a depth of support within our Student Behaviour Support leadership structure. Across the College, the universal support team for PB4L consists of mainly teachers with school officers plus Leadership. We have targeted support teams that consists of Learning Enhancement Staff, Guidance Counsellors, Pastoral Leaders, Leadership and the School Officer for the Behaviour Support Room (BSR). The targeted Student Wellbeing Team meet fortnightly to discuss support for individual students across all Houses. The Pastoral Leader Team also meets twice per term to discuss behaviour support and other pastoral matters. All meetings have a set agenda and minutes are distributed and available to the support team and any other relevant staff following each meeting. Each year, staff are encouraged to complete and update their professional learning of the PB4L processes.

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:
- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

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.

As members of the Aquinas College community we are committed to a culture of learning, feeling safe and showing respect and care for ourselves and others.

As a school community, we show the following:

Learn	- work to our best ability in a collaborative, positive and respectful manner; - actively participate in all class/school activities; - celebrate the efforts and achievements of all; - recognise and respect that we are all here to learn; and - be organized with the materials required for learning and teaching.
Feel Safe	- feel safe and be protected from ridicule, harassment and harm; - be listened to; - be given guidance, help and support when required; - be treated with care, courtesy and fairness.
Show Respect and Care	**Self** - maintain a healthy lifestyle; - maintain a neat and tidy appearance, students wearing correct school uniform at all times; - are responsible for own belongings; and - follow guidelines and procedures in class and in the school grounds to ensure own safety and the safety of others. **Each Other** - respect the personal space of others; - speak politely and with respect at all times; - include others; and - assist anyone in need. **School** - look after all property; - take care of the environment; - represent the College responsibly; and - move around College safely at all times.

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 (Version 9). 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, Fortnightly Wednesday Week B Period 3
- Time built into the first weeks of schools and increased later in the year, especially for Year 7
- College Assemblies

- New student orientation supported by Pastoral Leaders and student mentors. (when needed and at beginning of school year)
- Student leaders support younger peers in Vertical Pastoral Care. (VPC)
- AQL Lessons, fortnightly
- House Assemblies
- College Newsletter and parent emails.

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.
At Aquinas College, student contributions and successes are recognised regularly at College Assemblies, House Assemblies and academic award celebrations and in the classroom. At these events, we create, support and encourage a positive school culture through celebration and prayer. Students can also be recognised daily through a merit system in the classroom.

Staff utilise a range of acknowledgment strategies with students to support our positive school culture. These strategies are reviewed on an annual basis and include:

- Praise and encouragement. (verbal/non-verbal/written)
- Acknowledgement postcards sent to students Week 5 each term.
- Merit slips, certificates and Principal's Medallions.
- Positive phone calls and emails with parents/caregivers.
- Parent-Teacher-Student Interviews.
- Recognition at House and College Assemblies for sporting, cultural, academic and religious achievement.
- Articles in the College Newsletter.
- Student Wellbeing Week- recognised Week 8 each term.
- Community displays of student work through annual events such as Night on the Edge, Drama Nights, Musical, Dance Eisteddfods, Science Competitions and much more.

The encouragement strategies in place for school and classroom include:

Positive Postcards from teachers	Classroom practices that encourage expected behaviours
Merit Slips, Merit Certificates and Principal's Medallions	Academic and Attendance Awards- Semester 1 and Annual Awards Night
Student of the Week/Fortnight- House-based recognition	House Points for attendance, participation and spirit at College sporting events

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:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group. This is a particular focus of our Learning Enhancement Team.

- Behaviour Support Room- The Behaviour Support Room is utilised by teachers to refer students for inappropriate behaviours in the classroom. Students are encouraged to rectify their behaviours three times in the classroom before being directed to the BSR. While visiting the BSR, students complete a reflection document and work with the BSR Officer to prepare for their negotiation with the referring teacher. Parents are emailed directly if their child is referred to the BSR. All BSR data is recorded on Engage.

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:

- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support/safety plans and monitoring data
- Partnerships with outside support agencies and specialists

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

In addition, de-escalation crisis prevention and support strategies may include the use of the Behaviour Support Room to support student behaviours and to allow for time to reflect.

5. BCE Formal Sanctions

Aquinas College implements formal sanctions in line with the College Behaviour Support Plan and Brisbane Catholic Education policy and procedures. The College values the Suspension Process as an educative and restorative opportunity for students. The Suspension Process values partnership with families. The Negotiated Change of School is implemented when suspension processes have been enacted without improvement in outcomes for the student. The Exclusion Process is enacted through

an initial 10 day suspension, in consultation with the Senior Leader – Progress and Performance. The Executive Director of Brisbane Catholic Education is the decision maker in the approval of Exclusions.

- **Detention process–** The College does not enact a formal detention process, however it would be reasonable that a teacher may use small amounts of student time during Recess or Second Break to reflect on learning or behavioural expectations. Alternatively, the Behaviour Support Room is utilised during class time to support behaviours that disrupt learning and teaching. The Behaviour Support Room is also available for referrals from the school yard at recess and second breaks.

- **Suspension process-** A suspension takes place in response to persistent non-compliance, risk-taking behaviours and violence/aggression. The Suspension process responds to Major behaviours listed in Engage. A Pastoral Leader or College Leadership Team Member can enact the suspension process which includes completing the suspension record in Engage, notifying parents/caregivers via phone (email when parent unavailable) and providing the official suspension letter. The Assistant Principal – Student Wellbeing or other member of the College Leadership Team has delegated authority to suspend students for two days. Suspension of three to five days are approved by the College Principal. Suspensions above five days are approved by the Senior Leader – Progress and Performance. A re-entry process is also organised with the student and parents/caregivers following the suspension. Re-entry meetings are completed with a delegate from the College Leadership Team, generally the Assistant Principal – Student Wellbeing and the Pastoral Leader. Suspension processes are also extended to Illuminate Excellence Programs. Student participation in these programs is reviewed where behaviour expectations are not met. Positions in Illuminate Excellence Programs will be reviewed on recommendation from Pastoral Leaders/teaching/coaching staff with decisions made by the College Leadership Team.

- **Exclusion**- Similar to a negotiated change of school process, an exclusion from the College would be completed in consultation with the College Principal, Senior Leader- Progress and Performance and the family. Serious consideration would be given to a student returning from a 10 day suspension.

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

6. Bullying and Cyberbullying – information, prevention, and College responses

Bullying and harassment will not be tolerated at Aquinas College. All students have the right to feel safe, be treated with respect and learn.

Bullying is the "repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons" (Rigby, 1996). Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and involves an imbalance of power. Bullying is continuing to 'pick on' someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, social media, photographs, and web pages. Bullying may include any of the following:

- Physical aggression or any other form of violence, threat or intimidation that could cause physical harm
- Verbal-name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional-excluding, tormenting, ridiculing, humiliating, intimidating
- Racist-taunts, graffiti, gestures, intimidation
- Sexual-unwanted physical contact, abusive comments, intimidation
- Cyber-unwanted text messages, emails, misuse of social media.

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

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**

Staff are trained in PB4L and encouraged to keep up to date with online training annually. Professional learning about appropriate terminology, signs of bullying, and types of bullying is shared with the whole staff through emails and the sharing of updated resources. The Student Wellbeing Team also attend professional learning provided through BCE and through external agencies. Professional reading and research is provided for staff about bullying and harassment.

2. **Teaching about Bullying and Harassment**

Aquinas College uses the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. This is a particular focus of the Health and Physical Education Curriculum in Years 7-9. The Pastoral Care Program also covers the topic of bullying and harassment and includes online activities, year level meetings and guest speakers.

3. Responding to Bullying and Harassment

The reporting procedures for students, families and staff of incidents of bullying and harassment are outlined in the Reporting Bullying and Harassment at Aquinas College flowchart (Appendix 2).

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

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

4. **Preventing Bullying and Harassment**

The college aims to provide a safe, supportive and inclusive school to prevent bullying and harassment through:

1. College Assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. There is a particular focus on this each August when the College recognises the annual day of Action Against Bullying and Violence.
2. 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. Professional learning may include online modules, whole staff presentations and professional reading.
3. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through an induction process.

4. 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. This information is shared with parents and caregivers through the College Newsletter, Parent Information Nights and emails.

5. The College endeavours to implement whole school programs to prevent and address bullying including the use of the Be You Programs, STEPS and other relevant bullying programs within the Pastoral Care Program for Years 7-12.

Key contacts for students and parents to report bullying

Year 7 Pastoral Leader- Mrs Taylor Blair

Chisholm Pastoral Leader (Years 8-11)- Ms Simone Lydiate

Edmund Rice Pastoral Leader (Years 8-11)- Mr Stephen Booth

McAuley Pastoral Leader (Years 8-11)- Ms Emily Battese

Romero Pastoral Leader (Years 8-11)- Ms Carla Murphy

Year 12 Pastoral Leader- Mr Chris Myers

Assistant Principal- Student Wellbeing- Ms Jo Carroll

Deputy Principal- Mrs Helen Chamberlain

College Counsellors- Dr Majella Fallon (Chisholm/McAuley) and Mrs Sandra Devine (Edmund Rice/Romero)

All key contacts can be contacted through the Front Reception on 55 102 888 or by direct email.

Cyberbullying

Cyberbullying is treated at Aquinas 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.

At Aquinas College, the same process used to report bullying and harassment is used to report cyberbullying (Appendix 2). Students and parents are encouraged to report any incidences as soon as possible to the College and to keep any evidence of the cyberbullying. Evidence may include screenshots, photos or any other inappropriate messaging through social media platforms.

Resources

The College's Year 7-12 Pastoral Care Program addresses the issue of cybersafety. Resources used to support the program include the _Be You Programs Directory_ and _STEPS_ . Throughout the year, the College also employs external guest speakers to address year level assemblies regarding cyberbullying.

The Australian Curriculum ⬀ 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 are Personal and Social Capability (General capabilities) and Health and Physical Education. In particular, the Year 7 Health and Physical Education Curriculum addresses the topic of cybersafety in the classroom.

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.

The College uses behavioural data from Engage and the Behaviour Support Room data to make informed decisions about student supports. At the end of each term, the BSR data is collated and shared with the Pastoral Leader Team and Leadership Team. In addition, the fortnightly Student Wellbeing meeting allows for opportunities to discuss individual student behaviour as well as targeting any year levels issues. This team (including Pastoral Leaders, Leadership, College Counsellors and Learning Enhancement Staff), analyses universal school data and personalised data to prioritise students, especially those students on plans for learning, safety and engagement. Members of the team also work in relationship with students and their families when they are placed on targeted and personalised support plans. This can take the form of phone calls, emails and parent meetings.

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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

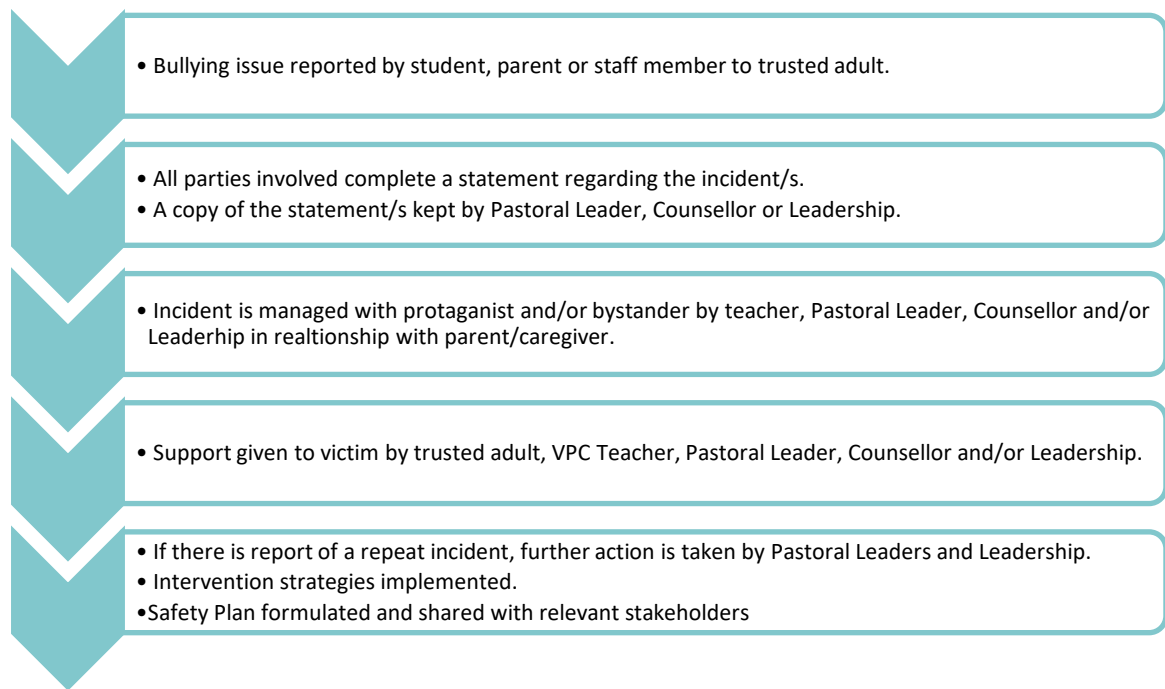|	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due	Bullying may include: Physical: hitting, kicking, any form of

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

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

Appendix B- Process for Reporting Bullying and Harassment at Aquinas College

- Bullying issue reported by student, parent or staff member to trusted adult.

- All parties involved complete a statement regarding the incident/s.
- A copy of the statement/s kept by Pastoral Leader, Counsellor or Leadership.

- Incident is managed with protaganist and/or bystander by teacher, Pastoral Leader, Counsellor and/or Leaderhip in realtionship with parent/caregiver.

- Support given to victim by trusted adult, VPC Teacher, Pastoral Leader, Counsellor and/or Leadership.

- If there is report of a repeat incident, further action is taken by Pastoral Leaders and Leadership.
- Intervention strategies implemented.
- Safety Plan formulated and shared with relevant stakeholders