

# Mount St Bernard College

## Whole School Behaviour Support Plan

APPROVAL DATE: 31/10/2023

NEXT REVIEW DATE: 31/12/2024

### Purpose

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Mount St Bernard College is committed to providing a safe, inclusive and respectful learning environment for all of our students, staff, parents and visitors.

Our Whole School Behaviour Support Plan describes our responsibilities and the processes we use in our school to promote an effective approach to developing and maintaining positive student behaviour.

Its purpose is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

### School Mission and Vision

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Drawing our inspiration from the Gospel of Jesus and the Mercy Tradition, we empower young people through our commitment to education to become persons of faith, learning and hope, and so contribute to their communities. We are committed to the values of:



**Catholic  
Education**  
Diocese of Cairns

*Learning with Faith and Vision*

- Community – living and giving gracious hospitality in the spirit of family
- Mercy – acting justly with a compassionate heart
- Respect – valuing self, others, environment and the purpose of the College
- Excellence – striving towards personal best, and
- Wisdom – gaining life enhancing knowledge and skills.

## Our School Context

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Mount St Bernard College was officially opened in 1921 by the Sisters of Mercy. It was named in honour of Fr Bernard Patrick Doyle who came from Ireland in 1906; it was his initiative to establish a boarding school in the Atherton Tablelands.

The College has a population of approximately 180 students.

Our school offers a blend of historical buildings and modern facilities that serve both day and boarding students.

The College has a strong focus on promoting and sustaining an inclusive environment for all students. We value and appreciate different cultures and the opportunity to forge friendships is gained from the diverse cultural composition of the student population including those of Indigenous and Torres Strait Islander origins.

Mount St Bernard College acknowledges parents and caregivers as the primary educators of their child and embraces the concept of a partnership between the school, community and families.

## Consultation and Review Process

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The consultation process used to inform the development of the Mount St Bernard Whole School Student Behaviour Plan occurred in several phases.

Firstly, the process constituted an agenda item for meetings facilitated by the Assistant Principal-Wellbeing to act as a representative forum for reviewing the systems and practices within the College for supporting positive student behaviour and engagement.

The actions of the team also involved consulting with staff on key initiatives and processes. As part of this process, feedback was sought from staff on current perceptions of what was already effective or was a priority for improvement.

This led to a number of revisions to what had previously been documented as the Mount St Bernard College Schoolwide Behaviour Plan (2017)

Finally, a draft Whole School Behaviour Support Plan was prepared and distributed for comment by [key stakeholders/ school community]. The final version, incorporating suggested changes and feedback, was uploaded to the school website and made accessible to all school community members in Term 1 2023.

# SECTION A: Our Student Behaviour Support Systems

## 1. Our Beliefs About Student Behaviour

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.

Mount St Bernard College encapsulates the diverse nature of its community to develop positive and supportive relationships in an inclusive learning environment. We believe that: behaviour is learnt and responsible behaviour can be taught. We share a collective belief that we positively affect student outcomes through the teaching of expected behaviours. We believe that: behavioural support is about more than just the application of consequences. It reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. We believe that: our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. We believe that: students can be successful learners and behave appropriately in an environment characterised by clear expectations, with guidelines established regarding safety, respect and responsibility. We believe that: behaviour management is an opportunity for valuable social learning as well as a means of maximising the success of academic and social education programs.

## 2. Our Whole-School Approach; a Multi-tiered Systems of Support (MTSS)

What is Multi-tiered Systems of Support?

MTSS is a framework (Diagram 1) for schools that use a systematic 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.

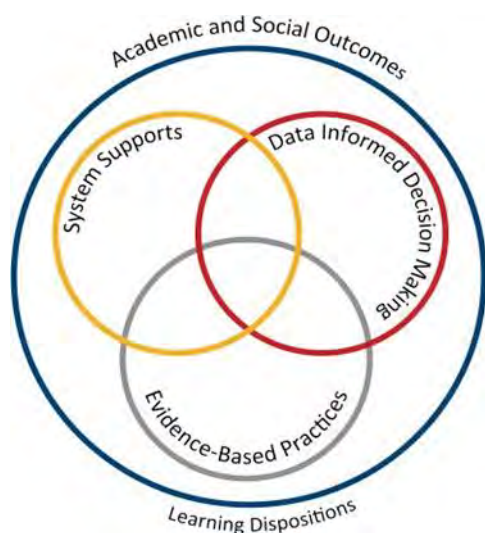


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Continuum of Support and Key Features

An important component of MTSS 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.

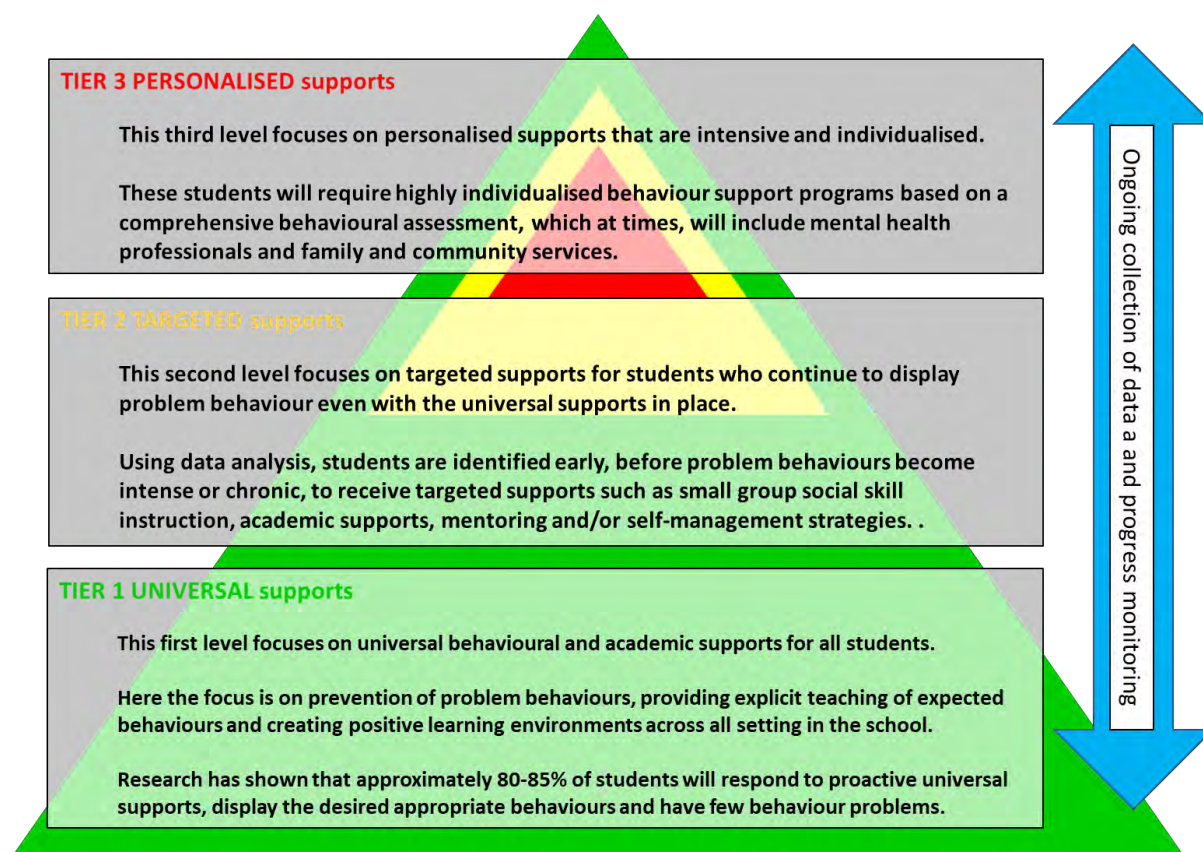


Diagram 2: Multi-Tiered Systems of Support (MTSS)

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 Staff

At Mount St Bernard College, we have designated teams to support student behaviour and engagement. The table below outlines the key roles and responsibilities of these teams

Team	Team Membership	Focus
Student Wellbeing Team	<ul style="list-style-type: none"> <li>AP – Student Wellbeing</li> <li>Counsellor</li> <li>Wellbeing Officer</li> <li>RTR Co-ordinator</li> <li>Pastoral Leaders (Jnr/Snr)</li> <li>Indigenous Liaison Officer</li> </ul>	Acting APW Stephen Godfrey Kayleigh Smith Michelle Davies-Griffith Alia Burton Emma Sheppard, Doris Cuda Sherie Miller-Freeman

	<ul style="list-style-type: none"> <li>• Transition and Engagement Officer</li> <li>• College Nurse / Clinic Admin Officer</li> </ul>	<p>Andrea Gower</p> <p>Tanya Davis Laura McLellan</p>
Diverse Learners Team	<ul style="list-style-type: none"> <li>• Middle Leader- Diversity</li> </ul>	Rachel Brown

The list below outlines the key professional learning that staff have engaged with to build their capacity to implement a positive supportive approach to student behaviour and engagement:

- Orientation for new and returning staff at the outset of each year – schoolwide procedures and routines, the role of support staff, and the expectations of staff in setting up classrooms for the successful engagement of students in their learning
- Scheduled Professional Learning Days for both teaching and non-teaching staff
- Online PD opportunities

## SECTION B: Our Student Behaviour Support Practices

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### Tier 1: Universal Supports

#### 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:

Safe

College community members will act in a safe manner that presents no danger to the physical or emotional security of themselves or others.

Respectful

College community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Responsible

College community members will strive to make appropriate behaviour

Choices, relative to the social context and accept accountability for the outcomes of their actions.

Our school's **student** behaviour matrix (see Appendix A) 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.

#### 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.

#### 3. Feedback: Encouraging Productive Behaviours for Learning

Feedback should cause thinking (Dylan William, 2011). In education, we use the **term "feedback" for any information given to students about their current achievements** (William, 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.

Our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non- contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly values award	Ticket in weekly draw
Class encouragers	Points system for class reward
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

## Tier 2: Targeted Supports

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

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

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

- Additional opportunities to learn social skills (e.g. group-based opportunities to learn self-regulation strategies)
- Assert yourself
- Rock and water
- Opportunities to address Grief and Loss in a small group setting
- Seasons for growth
- Daily check-in and goal setting discussions with nominated staff in the Wellbeing Team

## 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 MTSS-E.

Personalised supports currently on offer at the school include:

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

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

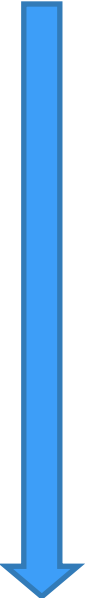
Even with our positive approach to teaching and supporting expected behaviours for learning, student behaviour will still occur. For some students, they do not **know how to perform the expected behaviour, or don't know it well enough** to routinely use it at the appropriate times. For some students,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

To feedforward when responding to student behaviours, we have a system in place that enables staff to respond to minor behaviours efficiently and effectively, to chronic persistent minor behaviours and to major 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 consider:

- consistency
- least intrusive strategy
- specific, yet brief
- quiet, respectful interaction with the student
- refocus class if needed

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under 4 evidence-based approaches:

<p>Least Intrusive</p> 	<p>INDIRECT Instructional strategies</p>	<ul style="list-style-type: none"> <li>• Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately</li> <li>• Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour.</li> <li>• Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary.</li> <li>• Cueing with parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving appropriately who is nearby to a student behaving inappropriately. Praise the student after behaviour has been corrected.</li> </ul>
	<p>DIRECT Instructional strategies</p>	<ul style="list-style-type: none"> <li>• Verbal redirection - this interaction should ideally use the <b>language of the school's expectations, matching the response to the frequency and severity of the behaviour</b> <ul style="list-style-type: none"> <li>- Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8)</li> </ul> </li> </ul>



Most Intrusive	Direct strategies are used after indirect strategies have been used	<ul style="list-style-type: none"> <li>- Questioning to redirect</li> <li>- Rule reminder</li> <li>- Re-teach behavioural expectations.</li> <li>- Provide choice (ESCM 9) (provide statement of two alternatives, the preferred behaviour and a less preferred choice).</li> </ul> <ul style="list-style-type: none"> <li>• Follow-through (ESCM 10) – supervised time-out in/out of classroom, logical consequence applied (leads to problem-solving and restorative steps outlined below)</li> </ul>
	Problem-solving	<ul style="list-style-type: none"> <li>• Teacher – student conversation</li> <li>• Work it out together plan</li> <li>• Teacher – student – parent meeting</li> <li>• Teacher – student – leadership conversation</li> </ul>
	Restorative	<ul style="list-style-type: none"> <li>• Student apology</li> <li>• Restitution / repair</li> <li>• Restorative conversation</li> </ul>
De-Escalation		<ul style="list-style-type: none"> <li>• Supervised calm time in a safe space in the classroom</li> <li>• Supervised calm time in a safe space outside of the classroom</li> <li>• Set limits</li> <li>• Individual IBSP and management of escalated behaviour plan</li> </ul>

N.B. The above table shows examples of the ways in which we respond and are not designed as a list of prescribed approaches to unproductive behaviours. The responses may include examples from one or all domains.

## 5. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the **student's individual circumstances (as outlined on page 2 above)**.

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

## 6. Bullying and Cyberbullying – Information, Prevention, and School/ College Responses

Your school/college needs to state bullying definition and types of bullying as per Engage Student Support System Major behaviour – Bullying/Harassment.

Outline anti-bullying and cyberbullying pro-active, preventative strategies – whole school, class, and individual supports – offered, as well as professional learning opportunities for staff.

A process flowchart or continuum of responses, including reporting of bullying by students and/or parents is may be placed here.

Refer to Student Bullying: Prevention and Response Policy and the Student

## SECTION C: Our Student Behaviour Support Data

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### Data Informed Decision Making

The CES Engage Student Support System is the database all CES 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.



Explain here how your school uses behavioural data together with other data sources to make data informed decisions.

## Relevant Cairns Catholic Education Policies

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy

## Relevant Legislation that informs CCE Policies

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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## Appendix A – Our commitments and expectations (example)

BWebb1@belgravialeisure.com.au BWebb1@belgravialeisure.com.au

	What you can expect from us	What we expect of you
Be safe	<i>We will create a safe, supportive and inclusive environment for every student.</i>	<i>You ensure your child interacts with and participates in their scheduled educational program (online / telephone / face to face) and notify the school promptly of any absences or changes in contact details.</i>
	<i>We will maintain confidentiality about information relating to your child and family</i>	<i>You respect the obligation of staff to maintain student and family privacy.</i>
	<i>We will act quickly to address social media issues that affect staff, students or families</i>	<i>You respect school, student and staff privacy in your online communications.</i>
	<i>We will work to quickly address any complaints or concerns about the behaviour of staff, students or other parents.</i>	<i>You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.</i>
Be respectful	<i>We will ensure positive behaviours are role modelled, and will be clear about our learning and behavioural expectations, including providing <b>regular feedback about your child's progress.</b></i>	<i>We will ensure positive behaviours are role modelled, and will be clear about our learning and behavioural expectations, including providing regular feedback <b>about your child's progress.</b></i>
	<i>We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.</i>	<i>You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.</i>
Be a Learner	<i>We will welcome you as partners in the learning process</i>	<i>You work collaboratively with us to ensure quality outcomes for our students.</i>
	<i>We will share relevant information <b>with you about your child's learning, and their social and behavioural progress at school.</b></i>	<i>To share relevant information about your <b>child's learning, social and behavioural</b> needs with school staff.</i>
	<i>We will provide a suitable learning environment for students.</i>	<i>[.....]</i>

## Appendix B - Behaviour Definitions

MINOR BEHAVIOURS			
	Descriptor	Definition	Example
1	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language	<b>Calling someone an "idiot",</b> 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	<b>Saying "No", "Not going to do it", "I don't want to do that"</b>
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to peers in class
5	Uniform Violation – Minor	Students wears clothing that is near but not within the <b>school's dress code</b>	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 <b>in breach of school's policy</b>
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 <b>been designated "off limits"</b> at that particular time	
10	Lying/Cheating	<b>Student engages in "White Lies"</b>	<b>"I came first", "It wasn't me!", "I didn't do it"</b>
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	<b>Laughing at someone's</b> 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 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
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	<b>"Gang" undershirts,</b> 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 <b>another person's property</b> with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a <b>person's name without that person's permission</b> (forgery). Plagiarism is <b>submitting someone else's</b> work as your own. It occurs when a writer deliberately <b>uses someone else's</b> language, ideas, or other original (not common knowledge) material without acknowledging its original source.	<b>Using someone else's</b> ideas or writing without acknowledging the source material. Signing another <b>person's name such e.g. a</b> parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using <b>someone else's log in</b> details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary <b>to their doctor's directions</b>	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 <b>"prank" to disrupt the school day</b> 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	<b>Stealing someone's</b> 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