Mount St Bernard College

Whole School Behaviour Support Plan

Being Safe	**Being Respectful**	**Being Responsible**

APPROVAL DATE: Term 1 2026

NEXT REVIEW DATE: Term 4

2026

## Purpose

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.
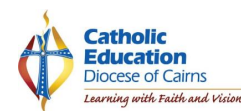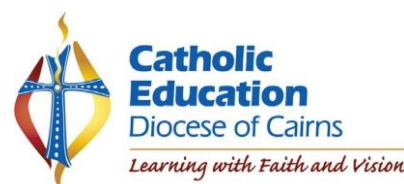
School Mission and Vision

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:

- 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

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

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

Initially, the Assistant Principal-Wellbeing and MTSS – E team examined current systems and practices within the College for supporting positive student behaviour and engagement. College staff were consulted on key initiatives and processes, feedback on current perceptions of what was already effective or was a priority for improvement for a revised Mount St Bernard College Schoolwide Behaviour Plan (2017)

Finally, a draft Whole School Behaviour Support Plan was prepared and distributed for comment by staff and College community members . 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 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 System of Support (MTSS)

A whole school approach provides a continuum of supports (Universal, Targeted and Personalised) that acknowledges that students will need differing levels of supports to be successful at school. MTSS-E is a framework that provides schools with the systems and processes to support students and improve student engagement outcomes.
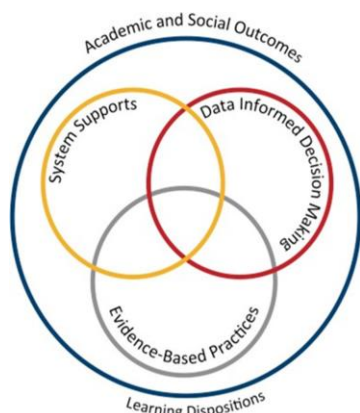

Diagram 1: Adapted from School-wide Positive Behaviour Support: implementers' blueprint and Self- Assessment, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis
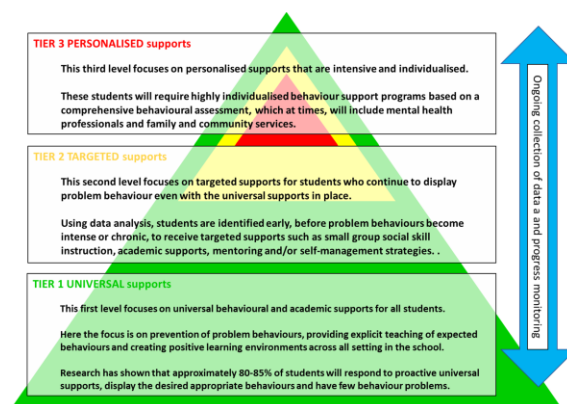

Diagram 2: Multi-Tiered Systems of Support MTSS

By building a connected continuum, everyone across the College 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 Team & 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.
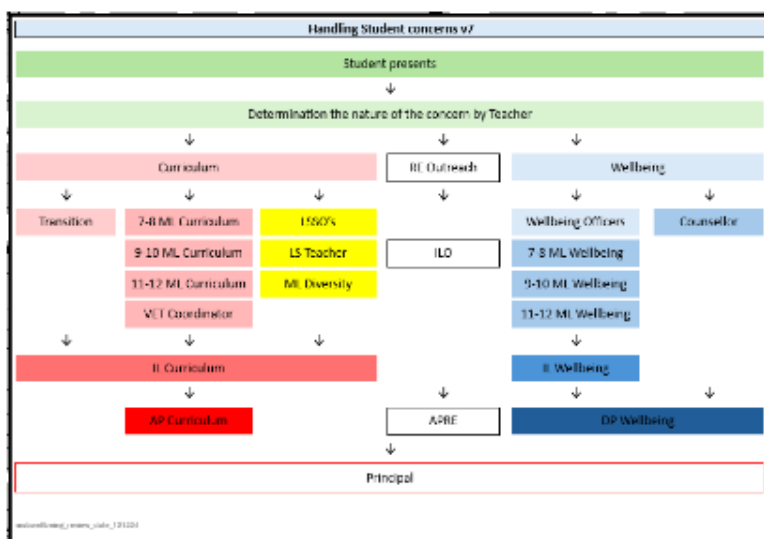

Diagram 3: Handling Student concerns

Team	Team Membership	Focus
Student Wellbeing Team	- AP – Student Wellbeing - Pastoral Leaders 7–8, 11–12 - Wellbeing Officer - Counsellor/s - Reengagement room	- TBA - Joe Twidale, Amanda Coleman - Michelle Davies-Griffith,Tim Tewhare - Kayleigh Smith and Sara Gorring - Jade O'Shea
Diverse Learners Team	Middle Leader- Diversity	Rachel Brown
Student Curriculum Team	- DP – Curriculum - Curriculum Leaders 7–8, 9–10, 11–12	- Emma Sheppard - Mary-Anne Weiss - John Doolan - Saffron Belkessa-Wood
Indigenous Liaison Officer	Indigenous Liaison Officer	- Harry Lui - Sherie Miller-Freeman

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:

- <u>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</u>

- Scheduled Professional Learning Days for both teaching and non-teaching staff

Online PD opportunities

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

1. Clarity: Our Values and Expected Behaviours

Whole school values encourage consistent communication 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 College-wide Expectations are:

Being Safe

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

Being 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.

Being 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.

Diagram 4: College Expectations

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. 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.

At Mount St Bernard College, teachers and other staff explicitly teach these Matrix behaviours by:

- Basing our classroom rules on the schoolwide expectations
- Reminding students at Home Form of relevant expectations
- Communicating expectations at Assemblies
- Modelling expected behaviours as a staff
- Reinforcing a 'focus of the week'
- Using the schoolwide reinforcement system to target the focus of the week
- Incorporating behavioural expectations into Lesson Intention/Success Criteria routines

3. Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating expected behaviours.

In education, we use the term "feedback" for any information given to students about their current achievements. 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), as well as tangible reinforcement or 'reward' systems.

The encouragement strategies in place for school and classroom include:

College-wide practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
College Rewards System Certificates presented at Assemblies	College Rewards System

Tier 2: Targeted Supports

Targeted 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.

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:

- Teacher home contact
- Middle leader home contact
- Wellbeing home contact
- Student/Parent/Teacher conference
- Morning Check in with each student
- Check in Check Out
- Reconnection
- Restoratives
- Attendance tracking
- Attendance officer engagement and tracking – Tim
- Wellbeing engagement tracking
- Counselling
- Re engagement room
- ILO
- 360 survey for Students
- Requests for support
- Supporting students into class
  Programs
    - DYDGE program
    - Harbrow mentoring
    - Anti Vaping program
    - Ukulele groups
    - Zones of regulation
    - Friendology
    - Good choices
    - Drug education
    - Emotional regulation skills
    - Friends program Friends program

Tier 3: Personalised Supports

Successful outcomes for students whose behaviour has not responded to Tier 1 or Tier 2 supports are dependent on our ability to intervene as early as possible with appropriate interventions.

Tier 3 or Personalised supports are highly individualised to cater for the specific needs of students. At Mount St Bernard College, these supports can include:

- Diverse Learning Team case management
- Establishment of a collaborative Care Team approach
- Development of an Individual Behaviour Support Plan (IBSP)
- Development of an additional Safety Plan based on the outcomes of a formal risk-assessment process
- Safety Plan for return to school
- Personalised Learning Plan
- Snapshot
- Alternate timetable
- Out of Phase Plan
- Individual School Counsellor support services
- Partnerships with outside support agencies and specialists

4. Responding to Problem Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, inappropriate or 'unexpected' student behaviour can still occur. For some students, they may not know how to perform the expected behaviour, or have not practiced it sufficiently to be able to use it at the appropriate times.

When responding to student behaviours, we have a system in place that enables staff to respond to **minor behaviours** efficiently and effectively, as well as to chronic persistent minor behaviours and to major behaviours (which impact more severely on teaching and learning)

Staff at Mount St Bernard College have worked to identify minor behaviours (managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that also involve referral to designated support staff and/or leadership for additional action). NB. The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Typical staff responses to problem behaviours are outlined in the following chart. This is not an exhaustive list however, and staff will use their professional judgment in deciding the most effective course of action based on individual circumstances.

Diagram 5: Heirachy of Response

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 in alignment with relevant CES Policy and Procedure.

These additional sanctions comprise:

- Detention

- Suspension (duration will vary according to the individual circumstances of each incident)

- Exclusion (typically an option of last resort or in response to behaviour that severely impacts   on, or poses a severe risk to, the safety and wellbeing of other students or staff)

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

Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social, and educational outcomes. Staff at Mount St Bernard College understand that student learning is optimised when they feel connected to others and experience safe and trusting relationships, in environments where the occurrence of any bullying behaviours is responded to quickly and effectively.

As part of the school's use of the Multi-Tiered Systems of Support framework, Mount St Bernard College focuses on promoting positive relationships and the wellbeing of all students, staff, and visitors. This also includes promoting, teaching and reinforcing our Values – Be Safe, Be Respectful and Be Responsible - to support students to avoid the need for using bullying behaviours, as well as knowing how to respond to incidents of bullying. At Mount St Bernard College, we use the terms 'Mean on purpose' or 'teasing and harassment' to describe bullying actions.

The agreed national definition for Australian schools describes bullying as:

• 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.

• involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

• happening in person or online, via various digital platforms and devices; 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).

• having immediate, medium and long-term effects on those involved, including bystanders.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).

- not liking someone or a single act of social rejection.

- one-off acts of meanness or spite.

- isolated incidents of aggression or intimidation.

The following flowchart outlines the broad actions that staff at Mount St Bernard College will take when they receive a report about student's being 'mean on purpose' or 'teasing and harassment', including actions which may have occurred *online* or outside of the school setting. Please note that the timeframes will vary depending on the professional judgment of staff and their assessment of immediate risk.

Bullying response flowchart for staff

Step 1	Allow students to share their experience and feelings without interruption. If applicable, ask the student for examples they may have of alleged bullying (e.g. hand written notes or screenshots). Check with the student to ensure you have the facts correct. Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue. If you hold immediate concerns for the student's safety, let the student know how you will address these.
Step 2	Develop a plan with the student – outlining next steps (ask the student what they think may help). Notify/refer to relevant personnel (e.g. Year Level Coordinator) of the issue and enlist additional support as required. This may entail contacting the student who is alleged to be using mean on purpose behaviours and their respective parents/carers. As applicable, notify parents/carers that the issue of concern is being investigated. Document your communication with the student and parents/carers.
Step 3	Complete all actions agreed with student (and if applicable parent/carers) within agreed timeframes. Document relevant actions. Monitor student and check in regularly on their wellbeing. As required, seek assistance from student support network.

Cyber-Bullying

The following are some common examples of cybersafety issues, including cyber bullying (NB. This is not an exhaustive list):

- Sending or posting abusive, threatening, humiliating or harassing messages via social networking sites (see following section) or email.

- Uploading embarrassing or degrading images or videos involving other students.

- Taking and sending sexually explicit images using mobile phone or web applications.

- Using social networking sites or blogs to post inappropriate messages or images about other students, their families, or staff.

- Imitating others or assuming a child's identity then sending or posting material which damages their relationship with others.

- Making prank calls to another student's mobile phone.

Cyberbullying is treated at Mount St Bernard College with the same level of seriousness as in-person bullying.

In the first instance, students or parents who wish to make a report about cyberbullying can approach their class teacher or another trusted staff member at the school.

As noted above, consequences can apply for engaging in behaviour that adversely affects, or is likely to adversely affect, other students. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Student Support

Staff at Mount St Bernard College recognise the need to provide intervention and support to all students involved in incidents involving bullying, including cyberbullying.

Students who have been subject to, or witness to mean on purpose behaviours or teasing and harassment have access to support offered by the College's Student Wellbeing Team. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. Depending on the nature of the reported incident, a formal plan of action may be developed to support the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable behaviours in their interactions.

7. Student Safety

The safety and wellbeing of all students is at the forefront of any decision making. Where necessary our school will implement strategies to ensure the school community's safety and wellbeing.

Strategies include:
- Access to school counselling
- Pastoral support
- Risk assessment and safety planning

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

At Mount St Bernard College, data on student behaviour is routinely collated and summarised to help track progress and identify issues for intervention

A variety of sources may be used, including the use of the ENGAGE database, which is the key tool that all CES schools are required to use to collect behavioural data for analysis and decision-making. This database has the 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.

- Frequency of Responsible Thinking Room referrals

- Year-level / cohort incident data to identify patterns and trends

- Tracking data relating to student progress (after implementing an individual behaviour support plan or other targeted supports)

- Frequency of incidents (Minor and Major) per school day per month

- Percentage of students receiving multiple Major incident records

Relevant Cairns Catholic Education Policies

- Student Protection Processes and Guidelines
- Code of Conduct
- Student Attendance
- Inclusive Practices
- Student Positive Behaviour Support
- Responding to unacceptable student behaviour (Time-out, Detention, Suspension, Change of school, Exclusion)
- Student Bullying: Prevention and Responses in Schools
- Restrictive Practices
- Students - acceptable use of ICT and social media
- Code of Conduct for Parents, Volunteers and Visitors

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: Student Matrix of Expected Behaviour

MSB Student Expectations Matrix v7

Mercy Community Respect Excellence Wisdom MCREW

		Always	Learning space	Moving	Outdoors	Chapel	Dining Hall	Digital
Being Safe		Act in a safe way. Tell staff if something feels unsafe. Be aware of others personal space. Ask permission to leave an area.	Attend class. Follow class rules. Follow instructions.	Walk safely.	Be sun safe. Play by the rules. Use the toilets properly.	Walk in the Chapel. Attend Chapel.	Follow instructions. Line up safely.	Only use the laptop when asked to by a teacher. Only use my own login. Keep my personal information private.
Being Respectful		Always staff directions. Follow Be polite and kind. Accepct differences. Share. Be clean and tidy.	Allow others to learn. Take turns. Treat all property carefully.	Use a quiet voice. Move sensibly and safely.	Cooperate with others. Invite others to join in. Place rubbish in the bin. Leave the toilets clean.	Use a quiet voice. Participate in Chapel.	Use a quiet voice. Wait your turn to be served. Be clean and tidy.	Treat all property carefully. Use polite and kind words. Keep other people's personal information private.
Being Responsible		Go to class. Be responsible for your actions. Ask for help. Help others. Be a leader.	Be organised. Make good decisions about where you sit. Focus on what you are learning. Keep trying.	Go directly to the activity. Return to class as soon as possible.	Move to class on the bell. Leave the toilets promptly.	Sit with your class. Place your feet on the floor.	Return plates, cutlery and cups. Clean your table.	Use my laptop for learning. Charge your laptop. Tell staff if something feels unsafe.

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APPENDIX B: Agreed Staff Expectations

MSB Agreed Staff Expectations v4

Mercy Community Respect Excellence Wisdom MCREW

	All contexts	Classrooms	Staffrooms	Meetings	Grounds	Digital	Community Settings
Being Safe	• Support the Catholic Ethos • Build trust • Hold all in unconditional positive regard • Follow standards, policies and procedures • Role model safe behaviours • Report hazards and broken equipment • Follow mandatory training guidelines • Keep up to date with Professional Learning	• Create a safe learning environment • Model psychologically safe behaviours • Active supervision of students • Body Language considered • Use safety equipment	• Maintain a clean and tidy space • Hold professional conversations • Hold positive conversations about the College	• Acknowledge others' point of view • Challenge the issue not the person • One person talking at a time	• Report hazards • Actively supervise students • Maintain a clean environment	• Follow mandatory training guidelines • Check resources before use • Communicate to students and parents through work email address and phone	• Give 4 weeks' notice for excursions with Risk Assessment complete and all first aide requirements checked • Follow mandatory training guidelines • Hold positive conversations about the College
Being Respectful	• Use common courtesies such as 'please' and 'thank you' • Discuss students and families confidentially and respectfully • Be welcoming and friendly to all • Be courteous to Staff & Students always • Replenish used resources • Respectful relationships • Actively listen	• Greet students by names in a welcoming way • Replenish used resources	• Discuss students and families confidentially and respectfully • Consider how information is shared • Be inclusive of others • Clean up after yourself by putting away utensils, wiping up mess and spills	• Be on time • Be present • Gain Consensus • Send apology if not going to attend • Be present in the meeting • Maintain a solution focus • One person speaks at a time	• Pick up any rubbish on the ground or nominate a student • Celebrate the cleaning staff	• Consider others right to disconnect • Use respectful language and tone •	• Respect the culture and norms of the community visiting
Being Responsible	• Actively reflect on work practice • Continue to develop skills relevant to your role • Build working alliances • Get all of the information before making a judgement • Adhere to professional dress standards	• Be prepared for classes e.g. lesson planning, resources etc • Set appropriate work when absent • Turn off lights, fans and air conditioning units • Complete weekly/monthly planners	• Be considerate of others	• Gain consensus before decisions are acted on • Complete actions/tasks as allocated within agreed timeframe • Communicate workload issues in regard to task completions • Allow others space for input in conversations	• Model Pride in our environment • Be on time for duty	• Check emails and maintain minimum compliance with policy and procedures •	

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APPENDIX C: Classroom routines

Home Form Routine	Minutes	
Welcome students	5	**HF Check**
Prayer	2	- Preparedness check
Mark Roll	2	- Safe: Are you OK?
Notices	2	- Respectful: Greeting
Amend Roll if necessary		- Responsible: MSB 8
HF Check SEL theme activity	5	
Submit Roll		**SEL theme activity**
Farewell students	2	- Shared weekly

Classroom routine	Minutes	
Welcome students	2	Students line up*
Reregulation time	2 – 20	Activity linked with the learning
Mark Roll/ Submit Roll	2	- Find a word/ word search
Learning Intentions	2	- Drawing task
Learning chunk 1	15	- Meditation exercise
Brain break	2	- Cool room
Learning chunk 2	15	- Lights out
Lesson wrap up		- Quiet music
Review of Learning Intentions	2	Followed by a check in and reengagement
Tidy room	2	
Amend Roll if necessary/ Submit Roll		Allow students who are late to enter room Discreet check in when they are settled.
What to expect next lesson	2	
Farewell students	2	

Roll Marking procedure	
Time	Mark as
0 – 5	Present
5 – 10	Present + note with time
10 +	Unexplained + note with time
Non arrival	Unexplained
Leave class without permission	Unexplained + note with time

APPENDIX D: Behaviour Hierarchy of Response

MSG Behaviour Hierarchy of Response v7				
Positive Rewards	**Minor**		**Major**	
All Staff	**Teacher**	**Middle Leader**	**Instructional Leader**	**Assistant Principal/ Deputy Principal/ Principal**
• Consistently demonstrating a core value: safe, responsible and/or respect.	• Repeated minor breaches of the school rules **Tier 1**	• **Persistent** pattern of unresolved Minor behaviours following **Tier 2** intervention/s.	• **Single Major** or continued pattern of unresolved **Minor** behaviours following **Tier 2/3** intervention/s.	• **Single Major** or continued pattern of unresolved **Minor** behaviours following **Tier 3** intervention/s.
• Engage				
• Record parent/carer contact on Engage	• Record on Engage	• Record on Engage	• Record on Engage	• Record on Engage
• Behaviours				
• Completing classwork to the best of their ability	• Refusal to complete work	• **Repeated and persistent** refusal to complete work	• **Repeated and persistent** refusal to complete work across the majority of subjects.	
• Completing assessment in a timely manner	• Failure to meet due dates for draft/assessment	• Failure to **complete** assessment.	• Failure to **complete** assessment across the majority of subjects.	
• Following teacher/staff instructions first time, every time	• Refusal to follow reasonable instructions	• **Repeated and persistent** refusal to follow reasonable instruction	• **Repeated and persistent** refusal to follow reasonable instructions in **many contexts**	
• Speaking to others in a respectful manner	• Swearing	• Swearing at student/staff	• Verbally **threatening harm**	
• Showing improvement in a specific area e.g. attendance, effort etc	• Physical harm by **accident**	• Causing physical harm to self or others **with intent**	• Causing **significant** physical harm to self or others **with intent**	
• Arriving to class on time	• Arriving late to class or missing a single lesson	• **Repeated and persistently** arriving late to class or missing multiple lessons	• **Repeated and persistently** arriving late to class or missing **multiple** lessons after interventions	• **Repeated and persistently** arriving late to class or missing **multiple** lessons after AP/DP intervention
• Treating peers and staff with respect	• Once off instances of teasing, name calling, harassment	• **Ongoing** teasing, name calling, harassment that can be regarded as **bullying**	• **Ongoing bullying** and harassment, **after interventions**	• **Ongoing bullying** and harassment, **after AP/DP intervention**
• Wearing the correct uniform	• Once off instances of wearing incorrect uniform	• **Repeated and persistent** instances of wearing incorrect uniform		
Responses/Supports that include but not limited to: ESCMS 1 – 10 (use least to most intrusive strategies)				
• Positive phone call home • Positive email home • Work with a friend • Choose a brain break for the class • Use the teachers chair for the lesson • Do a special job for the teacher/adult • Sticker • Use teachers special pen	• Establishing Expectations (1) • Giving Instructions (2) • Waiting and Scanning (3) • Cueing with parallel acknowledgement (4) • Proximity (5) • Non-verbal cue (5) • Descriptive Encouraging (6) • Selective attending to the behaviour (7) • Redirect to the learning (8) • Provide choice (9) • Follow-through (10)	• Check in Check out card • Restorative process • Develop or revisit Individual Behaviour Support Plan (IBSP)	• Develop or revisit Individual Behaviour Support Plan (IBSP) • Conduct risk-assessment. • Develop Safety Plan • Restorative process	• Revise Individual Behaviour Support Plan (IBSP) • Conduct further risk assessment with additional consultation • Revise Safety Plan
• Positive comment/words of affirmation	• Informal discussion with student	• Meeting with student and teacher and Middle leader wellbeing/curriculum	• Meeting with student and teacher and AP/DP	• Meeting with student and teacher and DP/P
• Class party • Watch a fun YouTube video, as a class, at the end of the lesson • Homework free night	• Co-regulation	• Re-engagement room • Co-regulation • Restorative conversation with teacher and Middle leader curriculum	• Restorative conversation with teacher, Middle leader curriculum and DP	• Restorative conversation with teacher, Middle leader curriculum and DP/P
• Sit with a friend	• Seating plan change	• Alternate timetable	•	•
• 5 min free time	• Lunch-time detention	• After school detention	• After school detention • Internal/External Suspension 1 – 2 days (with Principal's approval)	• External suspension 3 – 10 days.
Contact Home				
• Parent/carer contact • Phone call, email	• **Parent/carer contact** • Phone call, email	• **Parent/carer/child services contact**	• **Parent/carer/child services contact**	• **Parent/carer/child services contact**
	• Involvement of specialist/support staff e.g. Middle leader diversity, Counsellor, Wellbeing officer, Indigenous Liaison Officer	• Involvement of specialist/support staff e.g. Middle leader wellbeing/curriculum, Counsellor, Wellbeing officer, Indigenous Liaison Officer, Occupational Therapist, SLP	• Involvement of specialist/support staff/external agencies. e.g. Middle leader wellbeing/curriculum, Counsellor, Wellbeing officer, Indigenous Liaison Officer, Occupational Therapist, SLP	• Involvement of specialist/support staff/external agencies. e.g. CES
			• Police notification (serious or illegal offences)	• Police notification (serious or illegal offences)

APPENDIX D: Handling student concerns

Handling Student concerns v7

Student presents

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Determination the nature of the concern by Teacher

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| Curriculum | RE Outreach | Wellbeing |

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Transition	7-8 ML Curriculum	LSSO's		Wellbeing Officers	Counsellor
	9-10 ML Curriculum	LS Teacher	ILO	7-8 ML Wellbeing	
	11-12 ML Curriculum	ML Diversity		9-10 ML Wellbeing	
	VET Coordinator			11-12 ML Wellbeing	

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IL Curriculum   **IL Wellbeing**

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| AP Curriculum | APRE | DP Wellbeing |

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Principal

APPENDIX E: Behaviour categories

	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 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 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	"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

MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/ Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material Without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/ substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
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	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in

MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**
		Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	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 F: Guide to De-escalation strategies

It is important that all College staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others.

This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road).

The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in ENGAGE

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations