



## **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

### **School Mission and Vision - Teach Challenge Transform**

Southern Cross Catholic College is a learning community which aspires to growth in knowledge, love and service in the presence of God. In light of the Gospel and the educational values of our founders, our College is a Christian community of lifelong learners committed to nurturing the gifts and potential of its members. We seek to serve the wider community, promote dignity and justice for all people and be active stewards of the environment.

- We uphold these guiding principles which are integral to the life of the College;
- The College is committed to continuing and developing the tradition of Catholic Education begun by its founders;
- The College community respects and values the dignity of each person;
- The College affirms the practices of inclusivity and ongoing pastoral support of its members;
- Learning will be conducted in a manner which benefits all members of the school community;
- Social justice in all its expressions is a touchstone in College life;
- We recognise our oneness with the Universe and accept our responsibility for the wellbeing of our environment;
- College life reflects a collaborative partnership between all members working to achieve shared educational goals.

### **Our School Context**

Southern Cross Catholic College is a co-educational P-12 College on the Redcliffe Peninsula. The College comprises of three primary campuses; Kippa Ring, Woody Point and Scarborough and one secondary campus at Scarborough. Current enrolment for the college is 1600 students.

### **Consultation and Review Process**

At Southern Cross Catholic College, a College Consultative Committee was formed to steer College direction, processes, and consistency across the College. This committee included leadership, teaching staff and student support staff members from all four campuses. The role of the College members, is to report back to the Campus PB4L team and it is the role of the Campus PB4L Committee to deliver professional development to campus staff members, gain feedback and action agreed upon directions. All College teaching staff have engaged in professional development in the Positive Behaviour for Learning (PB4L) framework, including the Effective and Expected Practices. All campuses had representative staff who engaged in Tier 2 and Tier 3 PB4L professional development. All campuses regularly review and update their behaviour management matrix. The matrix is published and visible in all classrooms, referred to at School Assemblies and in publications such as the College and Campus newsletters, Parent forums and Campus Cuppa and Chats.

## **Section A: Our Student Behaviour Support Systems**

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

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions. At Southern Cross Catholic College, we educate the whole person in community; created in the image and likeness of God individuals develop spiritually, physically, socially, emotionally, morally and cognitively.

Southern Cross Catholic College intentionally implements a curriculum which reflects Catholic perspectives and our Lasallian Charism. Our Lasallian Charism includes our five core principles:

- Faith in the Presence of God
- Inclusive Community
- Concern for the Poor and Social Justice
- Quality Education
- Respect for all persons.

At Southern Cross Catholic College our beliefs and common philosophy is articulated in our Vision for Learning. At Southern Cross Catholic College, the five core assertions which underpin the way in which learning and teaching are planned, organised and enacted are:

- The focus is on the whole person;
- To be successful, creative and confident;
- Learning and living are inextricably linked;
- Learning and teaching prepares students for global responsibilities;
- Behaviour is learned and therefore needs to be taught and practised consistently.

We foster the development of a positive-growth mindset through contemporary learning and teaching practices. Students aspire to be innovative, creative and flexible, as they lead their learning journey.

Collaborative classroom environments promote current educational contexts that instigate curiosity, enhance communication skills, and embrace reflection and feedback. It is important to follow up behaviours with feedback that encourages productive behaviours and discourages unproductive behaviours, whilst adopting a restorative approach to repair the relationship.

In order to provide evidence-based responses to varying behaviours, staff engage in professional development that is evidenced-based. Our key aim is for students to have a strong sense of identity and well-being, are connected to their world, are confident, involved learners and communicators.

To address this, we implement 'reboot' strategies. These strategies are neuroscience based and trauma transformative to build learning tenacity and student and staff wellness. At Southern Cross Catholic College we believe in the following guiding principles:

1. Each student, parent and staff member within the Southern Cross Catholic College Community has been created with their own unique gifts and talents and therefore has something positive to contribute to our community.
2. Students learn from the example of others and we recognise the importance of teachers and parents modelling appropriate behaviours.
3. All members of our College community have rights, which need to be respected, and responsibilities to themselves and others, which need to be upheld. All stakeholders should be aware of their rights and responsibilities.
4. Parents and teachers have expectations regarding the behaviour of students and are involved in teaching them the behaviour appropriate to the situation they are in.
5. Students being guided to choose responsible behaviour and hence learn that all behaviour involves consequences and will affect future opportunity.

6. Consequences, be they positive or negative, involve students accepting responsibility for their own actions to address the harm caused. The behaviour is separated from the person.
7. Working in collaboration, recognizing the partnership between staff, parents/caregivers and students that is necessary for successful behaviour management.

In light of these guiding principles, we believe:

- Every day at school, students have the opportunities to learn and practice social and emotional skills and develop through the General Capabilities of the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught using the same strategies used to teach academics.
- Student discipline is best achieved through explicit teaching and restorative practices.
- Misbehaviour presents the student with an opportunity to learn and the educator and parent with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher student and student-student relationships.
- Students need and want high standards for their behaviour. Maintaining high expectations requires consistency.

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

### What is Positive Behaviour for Learning?

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

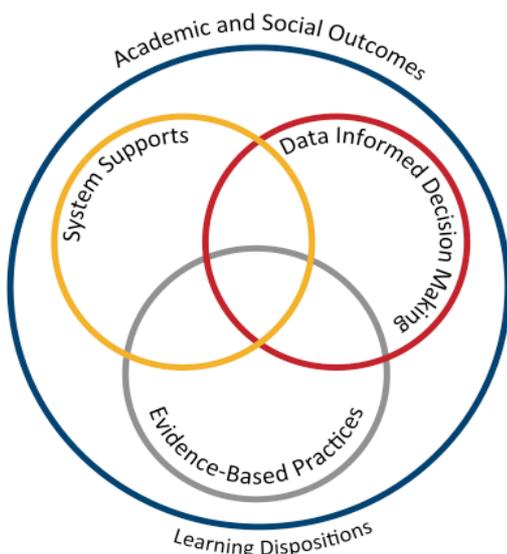


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an

important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

### **Continuum of support and key features**

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

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

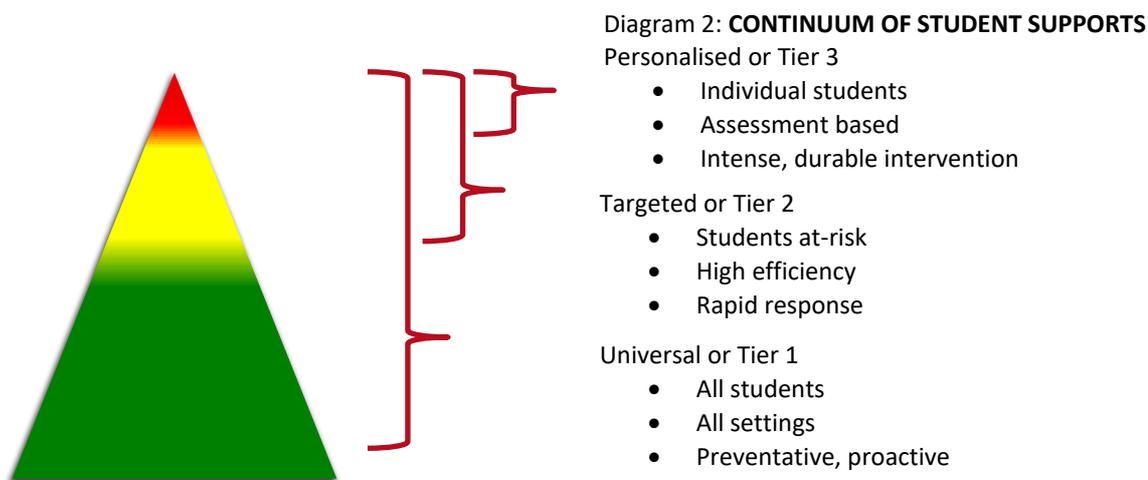
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

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

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

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

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



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses

the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

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

Student Behaviour Support Leadership at Southern Cross Catholic College includes the:

- College Principal
- Heads of Campuses
- Assistant Principals: Religious Education
- Deputy Head of Campus (Secondary)
- Pastoral Leaders (Secondary)
- Guidance Counsellors

There is a:

- College PB4L Committee, to ensure consistent College direction and processes. This committee includes leadership, teaching staff and student support staff members from all four campuses.
- Campus PB4L Committee to ensure Campus direction and processes align with the College. The role of the College members, is to report back to the Campus PB4L Committee and it is the role of the Campus PB4L Committee to deliver professional development to campus staff members, gain feedback and action agreed upon directions. The universal support team consists of teachers, school officers and leadership. The targeted and individual support teams consist of Support Teachers, Guidance Counsellor, Head of House (secondary) and leadership. The College and Campus PB4L committees meet throughout each year to review the College Student Behaviour Support Plan and Campus Behaviour Matrix. The teaching staff continue to engage in professional learning of the eight Effective Classroom Practices and Responses. Campus representatives have been engaged in Tier One, Two and Three Targeted Supports to begin implementation of each tier on campus. All teaching staff continue to engage in professional learning from Reboot, a program based on neuroscience to engage student learning with a universal support system.

## **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:

- Stay Safe
- Take Responsibility
- Actively Learn
- Respect Self and Others

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.

Each campus 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.

Refer to Appendix B for the four Campus Behaviour Matrixes.

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

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

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

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

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

- Beginning of school year orientation day
- Pastoral care sessions
- Formation programs
- Time built into the first weeks of schools and continued throughout the year
- Assemblies New student orientation
- Student leaders support younger peers
- Explicit classroom teaching

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

Tier 1 Universal Supports:

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

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

School practices that encourage expected behaviours Classroom practices that encourage expected behaviours Student/Assembly awards Class encouragers Positive News – Newsletters Wall of Awesome WOW award - Worker of the Week VIP Corporate Box at Assembly from draw

Points system for class reward Tuckshop vouchers Reboot Brag Tags and You are Awesome Cards Campus Postcards sent home STAR stickers Spirit of the House Award Virtual stickers Attendance Awards and Draws Student showcasing work to Leadership Interhouse Cup Positive feedback to parents STAR tickets.

### 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:

- 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.

### Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an 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 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:

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

## 5. BCE Formal Sanctions

**Detention Process:** Detentions at Southern Cross Catholic College take place on a Monday and a Wednesday afternoon. They are supervised by the Pastoral Leaders and the Deputy Head of Campus on a rotational basis. The length of the session is 45 minutes and concludes at 4pm. Parents are notified via an email from the student's Pastoral Leader, who provides 24 hours notice. Students may be placed onto a detention by the Pastoral Leaders or members of the College Leadership Team.

**Suspension process:** Suspensions at Southern Cross Catholic College take place in response to a major behaviour breach as per appendix A of the School Behaviour Support plan. A suspension may occur after a conversation between the Deputy Head of Campus and the Head of Campus. The suspension record and the suspension letters are completed by the Deputy Head of Campus. The letter and confirmation of suspension are emailed to parents with the opportunity for parents to discuss the suitability of the detention time. Once a suspension is completed, students attend a re-entry meeting with their parents, the Deputy Head of Campus and their Pastoral Leader. The re-entry plan may include a check in process, a monitoring behaviour card, a referral to the Guidance Counsellor and a restorative conversation.

**Exclusion :** A student would be recommended for exclusion in extreme circumstances and at the conclusion of a very thorough process. Exclusion would only be considered as a result of continued and significant breaches of the College’s values and major behaviours. The Senior Leader Progress and Performance would be consulted to ensure that the College adheres to the BCE Exclusion Policy. Parents would be informed by the College of the recommendation. The College would then request a meeting with the student’s family member to outline the process and the reasons for the recommendation. The College would provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present. Any final decision on exclusion would come from the Executive Director of Brisbane Catholic Education

For appeals, the school aligns to BCE processes.

### Appeals Process

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

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

The purpose of this section of 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**

Every year staff undertake mandatory professional learning to recognise the signs of bullying, harassment, and cyberbullying. Ongoing training is provided during the year as incidents arise, that allow staff to understand and intervene appropriately. The College acknowledges event days such as Harmony Day, Bullying No Way! to raise awareness in our community. Regular articles are featured in the College Sway (newsletter) around these topics and emails are sent to families with support and referral links to ensure parents are able to work with their children in partnership with the school around these areas.

### **2. Teaching about Bullying and Harassment**

Students in years 7-10 receive instructions through We teach our students through the PAWS program (Pastoral Care), Pastoral Groups, Year Level and Whole-College assemblies with guest speakers and parent information night about the definition, signs, and responses to Bullying and Cyberbullying.

### **3. Responding to Bullying and Harassment**

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

## Steps to responding to bullying:

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

- a) A Teacher
- b) Guidance Counsellor
- c) The Pastoral Leader
- d) A member of the College Leadership Team

e) or Parents Response: Every report will be investigated by the College and the following steps followed:

- Interview all parties involved. Determine the underlying problem and talk with the students about the consequences of their behaviour. Engage in restorative practices.
- If determined necessary parents will be notified.
- Further or more serious bullying will be addressed by the Guidance Counsellor and/or member of the College Leadership Team.
- Students may be required to participate in a small group or explicit teaching programs.
- Incidents are recorded and tracked by the College through the Engage Student Support System Major behaviour – Bullying/Harassment
- Ongoing pastoral care is provided to students who have experienced bullying as well as the students involved in bullying. All staff must take all reports of bullying and harassment seriously and respond with a school team process. In summary all staff receiving reports will;
  - **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).
  - **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

Education and the ability for students to feel safe and heard in reporting their concerns is key in maintaining a culture that reduces bullying. The College does this through The College Behaviour Matrix- The matrix displays appropriate expected of all people in our community. Posters are displayed in all classrooms as a reference point to good student behaviour.

Student assemblies: Student bullying and expectations about student behaviour is regularly discussed and information presented to promote a positive school culture where bullying is not accepted. Examples include cohort presentations explicitly teaching the schools response and consequences for breaching school rules, legislative approaches, and workshopping strategies on how to prevent, report and how to be a good bystander.

The PC and House System – the College uses a vertical structure to allow PC groups to have a family feel and students to form inter age friendships. This assist students to understand and normalise behaviour and have peers to speak with when things go wrong. Peers in the PC act as Buddies or Big Sisters/Brothers and assist students to seek support. Staff communication and professional learning: Staff are 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.

Examples include the encouragement for all staff to complete the PB4L Tier 1 Classroom practises, All staff positive behaviours, positive classroom sessions on CTJD and professional development on REBOOT, a whole school approach.

- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. The school addresses this via student protection training, identification of issues and concerns through pastoral leaders and working in small groups with key staff (Teaching and Learning Wellbeing Leaders, to address this).
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. This happened on the first day of induction and at different junctions in the year. New staff are provided with information around Engage, Reboot, PB4L, the Classroom behaviour Matrix.
- 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. For example, power points delivered to students around the topic of bullying, cyberbullying and

responses are sent home to be discussed as a family. A determined effort is made by Staff to meet with families face to face and offer Guidance Support as required.

- Explicit promotion of social and emotional competencies among students: As a whole school program The College uses Reboot, a practical neuroscience based and trauma transformative tools to empower young people to make the most of their opportunities. Reboot's is a Whole-Brain Framework with tools to help young people become more self aware, self-responsible and empowered as learners. The language of Reboot is used across P-12.

### **Key contacts for students and parents to report bullying**

College Principal – Mr Chris Campbell 3480 3600

Head of Campus Secondary – Mr Conor Finn 3480 3600

Head of Campus Scarborough Primary – Mrs Leanne Murray 3480 3600

Head of Campus Woody Point – Mrs Aynslee Bale 3480 3600

Head of Campus Kippa Ring – Mrs Melissa Fallarino 3480 3600

### **Cyberbullying**

Cyberbullying is treated at Southern Cross Catholic College Scarborough 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.

Students and families are reminded that they have a responsibility to stop the bullying behaviours. Proactive responses for students are:

- Guard contact information
- Take a stand against cyberbullying
- Speak out and report
- Access the information and advice on the eSafety Commissioner's website
- Block and stop all communication with the bully immediately
- Do not reply
- Keep a record
- Advise the Service Provider (the social media platform)
- Report to the Police Southern Cross Catholic College uses the resources freely available on the eSafety Commissioner's website.

### **Resources**

[STEPS](#) – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

The [Australian Curriculum](#) [!\[\]\(bbcc5d2e6bfdea06264cef1b81418bd0\_img.jpg\)](#) 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

- Bullying NoWay
- Office of the eSafety Commissioner

## **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.

## References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). *Check and Connect- Implementing with Fidelity*. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behavior in schools*. New York: Guilford Press.
- Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sophis West.

## Relevant Brisbane Catholic Education Policies

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

## Appendix A - Behaviour Definitions

### Minor Behaviours

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

<b>13</b>	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
-----------	------------------	--	--

### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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'

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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	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)
<b>12</b>	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
<b>13</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>14</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>15</b>	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
<b>16</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>17</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>18</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
<b>19</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

/Approver: Principal

Issue date: 02/02/2026

Next review date:

01/02/2027