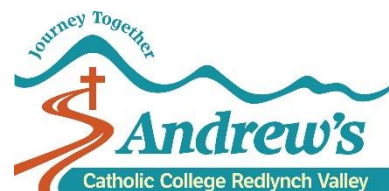


# STACC

## Student Behaviour Support Policy

### 2024 - 2025



**Policy Manager:** *Principal/Leadership Team*  
**Attention:** *Staff, Students, Parents and Carers*  
**Reviewed:** *December 2024*  
**Next Review Date:** *2026*

## CONTENTS

COLLEGE MISSION .....	2
PURPOSE .....	2
COLLEGE VALUES AND UNIVERSAL EXPECTATIONS .....	3
CONSULTATION AND REVIEW PROCESS .....	3
OUR BELIEFS ABOUT STUDENT BEHAVIOUR.....	4
OUR SCHOOL APPROACH: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) .....	4
STUDENT BEHAVIOUR SUPPORT TEAMS .....	6
PROFESSIONAL LEARNING .....	7
TIER 1: UNIVERSAL SUPPORTS .....	7
TIER 2: TARGETED SUPPORTS .....	9
TIER 3: PERSONALISED SUPPORTS .....	9
LOGICAL CONSEQUENCES .....	10
RESPONDING TO PROBLEM BEHAVIOURS .....	10
DISCIPLINARY CONSEQUENCES/SANCTIONS .....	10
BULLYING AND CYBERBULLYING – INFORMATION, PREVENTION AND SCHOOL CONSEQUENCES.....	11
BULLYING RESPONSE FLOWCHART FOR TEACHERS.....	12
CYBER BULLYING .....	12
STUDENT SUPPORT .....	13
OUR STUDENT SUPPORT DATA .....	13
RELEVANT POLICIES.....	14
APPENDIX A.....	16
APPENDIX B.....	18
APPENDIX C .....	20
APPENDIX D.....	23

## COLLEGE MISSION

The Catholic School *draws its inspiration and its strength from the Gospel. (RD 47)*

The source of authority for this policy comes from the St Andrew's Catholic College (STACC) Mission Statement and the policies which give rise to our Catholic identity as outlined in the Gospels and the Diocese of Cairns Catholic Schools for the 21<sup>st</sup> Century Defining Features. In managing student behaviour, we are essentially caring for students and families by creating a school culture and environment based on principles and values contained in the Gospels. By being immersed in this culture and environment, we hope that students will learn behaviours that are in keeping with the values espoused in the Gospels.

*A compassionate response to those in trouble is the hallmark.*

The context for this sits within our mission statement. We are called to form life-giving relationships with our students where formation of the individual involves high and clear expectations and developments of behavioural skills, like with any other form of learning in the college, requires quality pedagogical approaches.

The Gospels provide examples of the light and ministry of Jesus Christ. Jesus used questions to focus the learner's attention (Matt 11:7–10) and to establish personal contact (John 4: 5-7). His lessons were prepared (Luke 9: 51-52) and he showed respect for individuals (Matt 18:10). He maintained discipline by using silence (Matt 15:21-28) and establishing consequences (John 13:2-10). Gospel values such as love, respect and justice (Luke 15:3-7; Matthew 18:10-17) form the basis for living in a Christian community.

The focus will be solving underlying issues and problems rather than just imparting discipline and supporting students to meet high expectations. This appreciation will hopefully guide their behaviour and help contribute to the development of confident, self-disciplined, self-directed, responsible people with positive mind sets, who are concerned for the welfare of others.

Underpinning the Gospel values are our recently developed Primary Behaviour Matrix and Our St Andrew's Way (Secondary), which along with our College's values of: compassion, service, justice, respect and inclusivity, provide a framework (Connect, Respect and Learn) for all members of our community on how we are expected to behave and operate with others.

We are directed by a belief in the dignity of the human being because we are made by God, and are of God, being made in his own image and likeness (Gn 1:26-27). As human beings we are all sacred as we are each the most central and clearest reflection of God:

*"When we deal with each other, we should do so with the sense of awe that arises in the presence of something holy and sacred - For that is what human beings are: we are created in the image of God (Gn 1:27)."*

## PURPOSE

This Whole School Behaviour Support Plan describes our responsibilities and the processes we use in our school to provide a safe and positive environment in which each child is respected, and their right to learn is encouraged and protected. The strategies we use to deal with inappropriate behaviour are consistent, logical and clear. Our expectations and consequences are made familiar to all involved.

At STACC, we acknowledge that all members of our school community share a responsibility for nurturing a safe and positive environment. We understand that what we do and model makes a difference in how all students learn and behave. We are committed to gaining the knowledge needed to make informed decisions about the best way to promote learning and to develop the skills to translate those ideas into effective action.

## COLLEGE VALUES AND UNIVERSAL EXPECTATIONS

Our college values underpin all that we do at the college. These values, ***compassion, outreach and service, justice, respect and inclusivity***, guide the behaviors of all in the community including students, teachers and parents. They are reflected in the universal expectations of ***we respect, we connect, and we learn***.

<b><i>We respect</i></b>	<ul style="list-style-type: none"> <li>• Using words of encouragement and kindness (compassion)</li> <li>• Being patient with other people (compassion)</li> <li>• Speaking kindly, calmly and acting politely (respect)</li> <li>• Being open, trustworthy and honest (respect)</li> <li>• Treating others as I would want to be treated (respect)</li> <li>• Showing stewardship by caring for the environment (respect)</li> <li>• Participating prayerfully in liturgy, prayer and Eucharistic celebrations (respect)</li> <li>• Respecting all cultural traditions (inclusivity)</li> </ul>
<b><i>We connect</i></b>	<ul style="list-style-type: none"> <li>• Showing forgiveness to others (compassion)</li> <li>• Seeing a need and responding (outreach and service)</li> <li>• Being a helping hand (outreach and service)</li> <li>• Forgiving ourselves as others for mistakes (justice)</li> <li>• Learning and playing with others peacefully and fairly allowing others to join in (inclusivity)</li> <li>• Welcoming others into our community (inclusivity)</li> <li>• Making others feel safe (inclusivity)</li> </ul>
<b><i>We learn</i></b>	<ul style="list-style-type: none"> <li>• Taking responsibility for wrong choices (justice)</li> <li>• Developing and extending our God given talents in creative ways to make the world a better place (justice)</li> <li>• Working cooperatively with others (inclusivity)</li> </ul>

## CONSULTATION AND REVIEW PROCESS

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

Firstly, the process constituted an agenda item for meetings held by the school's Multi-tiered Systems of Support – Engagement (MTSS-E) team, a representative forum for reviewing the systems and practices with the school for supporting positive student behaviour and engagement.

The actions of the team also involved consulting with staff on key initiatives and processes as they worked through the key components of MTSS. This included revisiting the College Values, our common understanding of expected behaviours, our processes for teaching these behaviours, and staff responsibilities regarding managing and supporting students who require additional support to meet expectations. This led to several revisions to what had previously been documented at STACC School.

As part of this process, we reviewed feedback from parents and sought additional information from students. A member of both the MTSS-E Primary Team and MTSS-E Secondary Team had, as part of their role, consultation with students around key components of the plan including expectations on the behaviour matrix for Primary and Secondary Years **(Appendix A)**.

Finally, a draft Whole School Behaviour Support Plan was prepared and distributed for comment by key stakeholders including the MTSS-E teams, Senior Leadership, Pastoral Leaders and Counsellors. The final version, incorporating suggested changes and feedback, was uploaded to the school website and made accessible to all school community members **in Term 4 2024.**

**SECTION A - OUR STUDENT BEHAVIOUR SUPPORT SYSTEMS**

**OUR BELIEFS ABOUT STUDENT BEHAVIOUR**

Our shared 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.

We believe that the key to success lies in the relationships that we build with our students, families, our staff, the Parish, and above all our relationship with God. Through our connection with the Catholic faith community, students can reach their full potential through the enhancement of their educational, personal and spiritual dimensions.

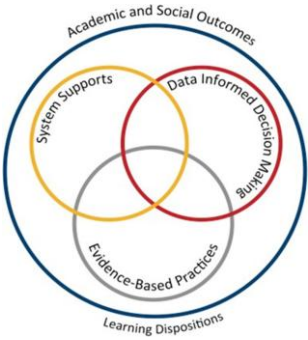
At STACC, we therefore believe that:

- 1. Our students learn best in classroom environments that are positive, safe, and supportive of the student’s individual needs. These classrooms are relational with an emphasis on getting to know the students, their background, and strengths.
- 2. Working together as a whole school family, with the active involvement of and partnership with parents, guardians and other members of the school community, ensures that our students have the best possible start to their education. These partnerships are essential to a consistent approach to behaviour with consideration given to cultural background.
- 3. Behaviours are taught and skills are developed by staff using evidence-based strategies and programs. Through this we enable our students to develop the skills to demonstrate respect for themselves and others, to always act safely, and become a lifelong active learner. Participating actively in the community needs to remain a cornerstone of our approach to successful engagement.

**OUR SCHOOL APPROACH: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)**

A Multi-tiered system of support (MTSS) emphasises four integrated elements: (a) using data for decision making, (b) identifying measurable outcomes supported and evaluated by data, (c) implementing practices with evidence that these outcomes are achievable, (d) developing systems that efficiently and effectively support staff implementation of these practices.

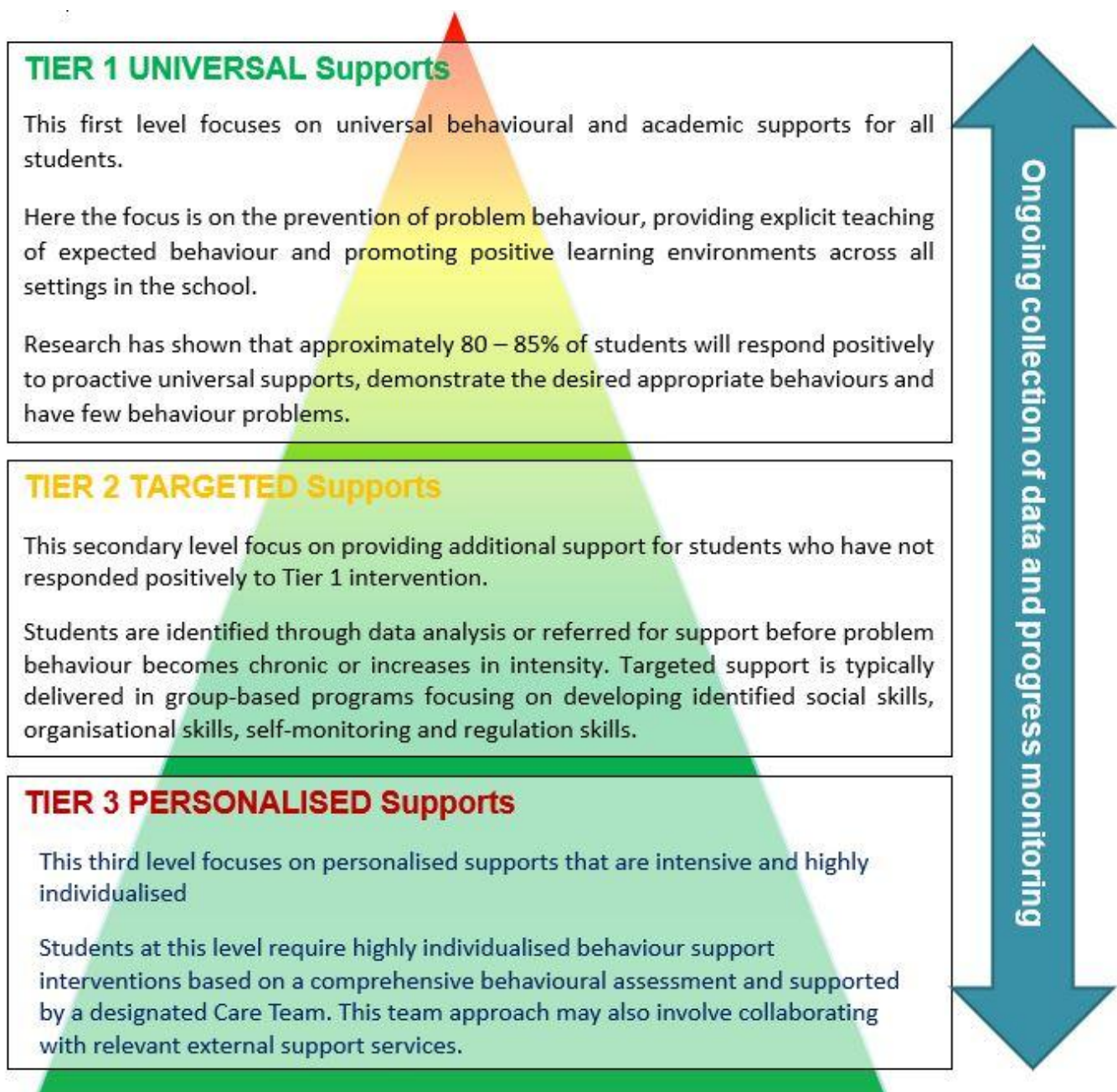
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers’ blueprint and Self- Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis



MTSS is a framework for schools that uses a systematic approach to develop 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 the explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

An important component of MTSS is the adoption of a continuum of behavioural supports (see below) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within this continuum there are three levels or Tiers of support:



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.

## STUDENT BEHAVIOUR SUPPORT TEAMS

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

Team	Team Membership	Focus
House Leaders	<ul style="list-style-type: none"> <li>Secondary Pastoral Leaders</li> <li>Head of Secondary (line manager)</li> </ul>	Pastoral support for students in House groups Tier 2 Behaviour support Tier 3 Behaviour Support
Diversity and Wellbeing Team	<ul style="list-style-type: none"> <li>Leaders Wellbeing and Diversity</li> <li>Diverse Learning Teachers</li> </ul>	Supporting the design and implementation of targeted and individualised behavioural supports Promoting engagement through supporting the design and implementation of personalised learning plans
MTSS-E Tier 1 Teams (Primary and Secondary years)	<ul style="list-style-type: none"> <li>Secondary Team Members</li> <li>Primary Team Members</li> <li>Classroom teacher representation</li> <li>School Counsellor</li> <li>Senior Leadership Representative</li> </ul>	Developing the range of Tier 1 (Universal) systems and practices that underpin a positive behavioural approach across the College (e.g. Defining and teaching expected behaviours, reinforcing positive behaviour, and discouraging problem behaviour)
Curriculum Leaders	<ul style="list-style-type: none"> <li>Assistant Principals Learning and Teaching, Heads of Department, Curriculum Leaders</li> </ul>	Promoting creative planning and pedagogical approaches that cater for the diverse range of students within the college
Guidance Counsellors	<ul style="list-style-type: none"> <li>Primary and Secondary Guidance Counsellors</li> </ul>	Engaging in Tier 2 and 3 behavioural supports
Teaching Teams	<ul style="list-style-type: none"> <li>Primary and Secondary Teaching Staff</li> </ul>	Creating engaging learning environments Supporting students in meeting the expectations outlined on the behaviour matrix Following the school's behaviour flowchart (Primary) or behaviour response continuum (Secondary)



## PROFESSIONAL LEARNING

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:

- MTSS-E Tier 1 Team Training – Facilitated by Dr Shiralee Poed, University of Queensland, and then incrementally rolled-out over the course of the year as part of scheduled team meetings - supported by a consultant from Catholic Education Diocese of Cairns (CEDC);
- Orientation for new and returning staff at the outset of each year – schoolwide procedures and routines, the role of support staff, and the expectations of staff in setting up classrooms for the successful engagement of students in their learning;
- Scheduled Professional Learning Days for both teaching and non-teaching staff (e.g. MTSS-E professional learning sessions, Engage training, classroom management for student engagement run by CEDC);
- Online Professional Learning opportunities on tiers of support, positive behaviour approaches, prevent-teach-reinforce and student engagement including support strategies for school refusal.

## SECTION B: OUR STUDENT BEHAVIOUR SUPPORT PRACTICES

### TIER 1: UNIVERSAL SUPPORTS

#### 1. Clarity: Our Expectations

School-wide expectations (Values) encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote our school's Catholic Identity and provide consistency across the staff and school community.

Our schoolwide Values are:

- We Respect**
- We Connect**
- We Learn**

Our College student behaviour and engagement matrices (Primary and Secondary - see **Appendix A**) are visual tools that outline 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 STACC.

#### 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.

At STACC, teachers and other staff explicitly teach these Matrix behaviours by:

- Orientation at the beginning of the year and re-clarification at the beginning of each term of classroom expectations outlined on the behaviour matrix (Primary and Secondary).
- A scheduled *focus of the week* in Primary years which includes classroom mini-lessons, supporting resources placed on the AndIE Primary Wellbeing and Engagement Page, promotion during Weekly assemblies, and information shared through AndIE articles and newsletters.

- A weekly focus in the Secondary years on specific expectations, which are reinforced by staff during teachable moments throughout each day (e.g. whilst positively acknowledging students, or integrated into the lesson intention and success criteria introductions to lessons), as well as House Teachers every morning. Both House and Secondary Assemblies also allow opportunities to promote the focus.

### 3. Encouraging productive behaviours for learning

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 College encourages and motivates students to learn expected behaviours and then to maintain these skills, particularly when they become more fluent with their use.

Our College encouragement systems also emphasise providing specific positive feedback (adult attention), as well as tangible reinforcements or ‘token’ systems.

The encouragement strategies in place across the College include:

Primary Years
<p>Verbal praise and encouragement – from general to specific, delivered privately or publicly;</p> <p>Gotcha system – A ‘free and frequent’ tangible acknowledgement system for ‘catching students’ in the act of demonstrating expected behaviour;</p> <p>House points – Recognition of individual student effort that is paired with reinforcement for a wider group of peers;</p> <p>Celebration week – Recognition of success over time;</p> <p>Student of the week – Opportunities to provide recognition for sustained effort/achievement, typically paired with the presentation of a certificate and recognition at assemblies;</p> <p>Positive feedback to home (parents/carers/guardians) in recognition of their child’s achievements.</p>
Secondary Years
<p>Celebrations of academic excellence – ‘Ticket’ in weekly draw, as well as formal recognition at assemblies/awards nights;</p> <p>House group celebrations;</p> <p>Acknowledge in class and at House level for meeting expectations identified in the weekly focus;</p> <p>Points system for class reward;</p> <p>AndIE points and badges - rewards for continually modelling expectations on ‘Our St Andrew’s Way’;</p> <p>Rewards and certificates given for high levels of attendance.</p>



## 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. In Primary the BE YOU mapping tools is used to identify students requiring additional Tier 2 and/or Tier 3 support. Secondary students are monitored by pastoral leaders using BI data to identify where support is required.

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:

### Primary

- Additional opportunities to learn required social skills (lagging skills) including small group intervention in the Wellbeing Hub
- Mentor system of Year 5/6 students coaching younger students
- Use of Check-in, Check-Out intervention
- Referral to counselling for students and parents utilising programs such as Circle of Security

### Secondary

- Social skill teaching through Tier 2 interventions with our counselling team or Head of Wellbeing
- Mentoring work through the House Group
- Use of Check-in, Check-Out intervention

## TIER 3: PERSONALISED SUPPORTS

Successful outcomes for students whose behaviours have 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 SACC, 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
- Individual School Counsellor support services
- Partnerships with outside support agencies and specialists

## LOGICAL CONSEQUENCES

Consequences should lead to a change in behaviours which requires considered approaches to inappropriate behaviour. Our approach is informed by the following beliefs:

- Consequences need to be relevant (for example, poor behaviour in a Mathematics lesson would lead to a consequence relating to that lesson, e.g. detention to make-up missed work or to revisit expectations for classroom behaviour)
- Consequences need to be known. Students should be aware of possible consequences before they are implemented.
- Consequences need to be consistent. This does not mean the same consequence for every student. It is more about an approach that responds to the individual circumstances of each incident, taking into account the student's needs and background. It must be based on respect for the dignity of the individual.
- Consequences need to be supportive. High expectations require high levels of support for some students.
- Consequences need to respect the dignity of teachers and students. Consideration needs to be given to having challenging conversations away from peers and a focus given to maintaining positive relationships with students.
- Consequences need to be a learning opportunity and should support the student to understand and/or demonstrate expected behaviour

## RESPONDING TO PROBLEM BEHAVIOURS

*When responding to student behaviours, we have systems in place at our College 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). When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.*

Minor behaviours are typically addressed and managed by staff at the time they occur, whilst major behaviours will frequently entail additional follow-up actions or assistance from line managers, support personnel or leadership staff due to the intensity or impact of behaviours.

The **Primary Behaviour Flowchart** and **Secondary Years Behaviour Continuum** have been developed to enable staff to respond efficiently and effectively to both minor and major behaviours. In the Senior School Behaviour Response Continuum, minor behaviours are designated as Level 1 behaviours, whilst those listed as Level 2 – 4 are identified as behaviours requiring increasing levels of support/follow-up.

These documents are outlined in **Appendix B**.

Definitions of specific minor and major behaviours are provided in **Appendix C**.

## 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 CEDC Policy and Procedure.

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

For students with disability, other diverse or high support needs, the school will:

- Seek advice from school personnel that support the student, in advance of any formal sanctions being imposed. Such personnel could include Diverse Learners Team, Leader of Diversity, Guidance Counsellor, Learning Support Teacher
- Review the implementation and effectiveness of existing educational adjustments and behavioural support plans in consultation with CEDC support staff, that could include Consultant Inclusive Education, Consultant Student Engagement, Occupational Therapist, Psychologist, Speech Language Pathologist
- Consider the requirements of:
  - Disability Discrimination Act 1992 (Cth)
  - Disability Education Standards 2005 (Cth)
  - Education (General Provisions) Act 2006 (Qld)
  - Anti-Discrimination Act 1991 (Qld).

St Andrew's procedures for detentions and suspensions are outlined in **Appendix D**.

## **BULLYING AND CYBERBULLYING – INFORMATION, PREVENTION AND SCHOOL CONSEQUENCES**

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 STACC 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 are responded to quickly and effectively.

Any form of bullying can be reported by students on AndIE on the Student Dashboard using the 'Report Bullying' tile.

As part of the school's use of the Multi-Tiered Systems of Support framework, STACC School focuses on promoting positive relationships and the wellbeing of all students, staff and visitors. This also includes promoting, teaching and reinforcing our Values – We Respect, We Connect, We Learn - to students to avoid the need for using bullying behaviours, as well as knowing how to respond to incidents of bullying.

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 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);
- 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

## BULLYING RESPONSE FLOWCHART FOR TEACHERS

The following flowchart outlines the broad actions that staff at STACC School will take when they receive a report about student's being mean on purpose, 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 teachers and their assessment of immediate risk.

Step 1	<ul style="list-style-type: none"><li>• Allow students to share their experience and feelings without interruption.</li><li>• If applicable, ask the student for examples they may have of the alleged bullying (e.g. hand written notes or screenshots)</li><li>• Check with the student to ensure you have the facts correct</li><li>• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue</li><li>• If you hold immediate concerns for the student's safety, let the student know how you will address these</li></ul>
Step 2	<ul style="list-style-type: none"><li>• Develop a plan with the student – outlining next steps (ask the student what they think may help)</li><li>• Notify / refer to relevant personnel (e.g. House Leaders, Leaders of Wellbeing, Assistant Principal Wellbeing and Diversity, Counsellors) 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</li><li>• As applicable, notify parent/s that the issue of concern is being investigated</li><li>• Document your communication with the student</li></ul>
Step 3	<ul style="list-style-type: none"><li>• Complete all actions agreed with student (and if applicable parent/carers) within agreed timeframes</li><li>• Document relevant actions on Engage</li><li>• Monitor student and check in regularly on their wellbeing</li><li>• As required, seek assistance from student support network</li></ul>

## 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 STACC School 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. It can also be reported using the 'Report Bullying' tile on the Student Dashboard on AndIE.

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 STACC School recognise the need to provide intervention and support to all students involved in incidents involving bullying behaviours, including cyberbullying.

Students who have been subject to, or witness mean on purpose behaviours have access to support offered by the school's Student Behaviour Support Teams (see page 7). 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 mean on purpose behaviours towards others will also be provided with support to assist them to use more socially acceptable behaviours in their interaction.

## SECTION C: DATA PLAN

### OUR STUDENT SUPPORT DATA

At STACC, 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 CEDC schools are required to use to collect behavioural data for analysis and decision-making. This database 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.

Some of the datasets utilised at St Andrews Catholic College include:

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

- Tracking data relating to student progress (e.g. after implementing an individual behaviour support plan or using targeted supports)
- Frequency of incidents (minor and major) recorded over specific timeframes
- Percentage of students identified as receiving multiple major or minor incident records

The following diagram outlines the key elements of our procedures in using data to make decisions about developing, maintaining or modifying interventions for our students.



## RELEVANT POLICIES

Relevant Catholic Education Diocese of Cairns Policies and Guidelines/Procedures

- Student Protection Processes and Guidelines
- Code of Conduct
- Student Attendance
- Inclusive Practices
- Student Behaviour Support
- 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 CEDC 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)

## APPENDIX A

### PRIMARY BEHAVIOUR MATRIX

 <b>At St Andrew's Catholic College we...</b>					
<b>Respect</b> Compassion Kindness Manners	In the Classroom	In the Playground	When we Gather	When Online	In the Community
	<ul style="list-style-type: none"> <li>Let others learn</li> <li>Speak kindly</li> <li>Respect each other's differences, ideas, and opinions</li> <li>Try your best. Have a go</li> </ul>	<ul style="list-style-type: none"> <li>Keep the grounds tidy</li> <li>Use shared spaces appropriately</li> <li>Be a friend to someone in need</li> <li>Play fairly</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively</li> <li>Be seated and wait patiently</li> <li>Sing and respond appropriately</li> <li>Self-manage by ignoring distractions</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of others</li> <li>Interact positively</li> <li>Think before you post</li> <li>Obtain consent before sharing online</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of others</li> <li>Positively engage with community members</li> <li>Respect the environment</li> <li>Demonstrate our values</li> </ul>
	<b>Outreach and Service</b> <b>Justice</b> <b>Inclusivity</b>	<ul style="list-style-type: none"> <li>Keep each other safe</li> <li>Invite others to join in</li> <li>Encourage and look after others</li> <li>Agree on rules for play</li> </ul>	<ul style="list-style-type: none"> <li>Show reverence</li> <li>Promote peace and harmony</li> <li>Celebrate success and achievements</li> <li>Show appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Report inappropriate behaviour</li> <li>Contribute positively</li> <li>Protect personal information</li> </ul>	<ul style="list-style-type: none"> <li>Represent the school with pride</li> <li>Be of service to others</li> <li>Wear the school uniform correctly</li> </ul>
<b>Connect</b>	<ul style="list-style-type: none"> <li>Participate positively</li> <li>Support others</li> <li>Understand that people learn in different ways</li> <li>Value everyone's contribution</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school events to your full potential</li> <li>Be sun safe – wear your hat</li> <li>Be in the right place at the right time</li> <li>Return to class on time</li> </ul>	<ul style="list-style-type: none"> <li>Participate prayerfully in liturgy and Mass</li> <li>Listen to learn</li> <li>Eyes on the speaker</li> </ul>	<ul style="list-style-type: none"> <li>Use the internet as a learning resource</li> <li>Use approved on-line sites and apps</li> <li>Stay on task</li> </ul>	<ul style="list-style-type: none"> <li>Represent our school proudly</li> <li>Actively participate in excursions to your full potential</li> </ul>
	<b>Growth</b> <b>Knowledge</b> <b>Determination</b>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Be an active learner</li> <li>Be willing to learn from our mistakes</li> <li>Be proud of what you do and who you are</li> </ul>			
<b>Learn</b>					

## SECONDARY BEHAVIOUR MATRIX

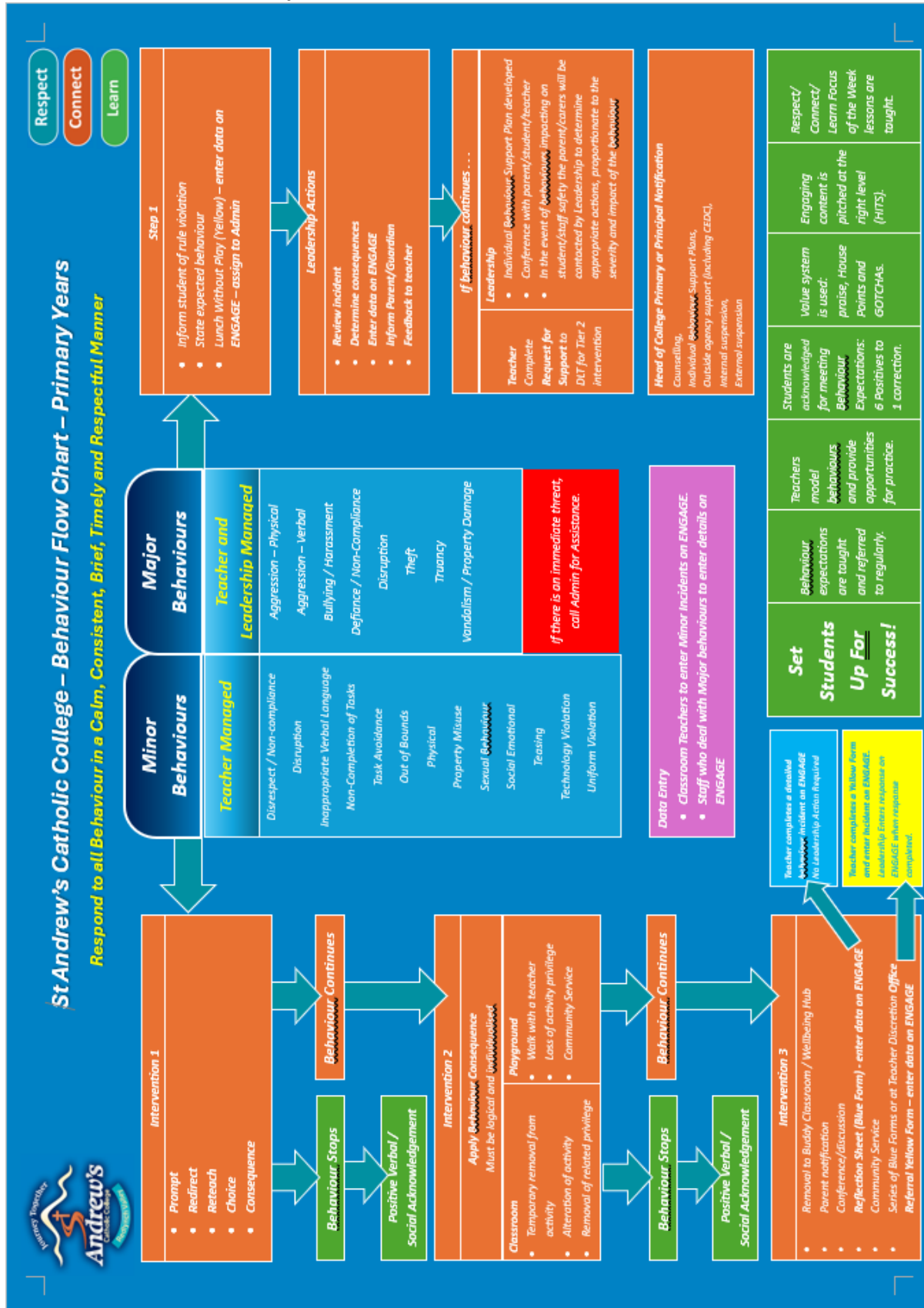

**Andrew's**  
 Catholic College Riddiway Valley

# Our St Andrew's Way – Secondary

At All Times we...						
<b>We Respect</b> <ul style="list-style-type: none"> <li>• are welcoming and polite</li> <li>• speak kindly and respectfully</li> <li>• include everyone</li> <li>• wear correct uniform</li> <li>• are organised with right equipment</li> <li>• keep phones in lockers during school hours</li> <li>• follow staff instructions</li> <li>• take part in learning</li> <li>• are on time</li> <li>• do our best</li> <li>• keep trying, even when it's hard</li> <li>• own our actions</li> <li>• accept consequences</li> <li>• are willing to learn from our mistakes</li> </ul>	In Learning Spaces		In College Grounds		When we Gather	
	<ul style="list-style-type: none"> <li>• We take care of our classroom and school property</li> <li>• We leave our areas clean and tidy</li> <li>• We speak politely and use positive body language</li> </ul>		<ul style="list-style-type: none"> <li>• We use facilities properly</li> <li>• We keep our college grounds clean and tidy</li> <li>• We follow road safety rules</li> <li>• We wear a hat to stay sun safe</li> </ul>		<ul style="list-style-type: none"> <li>• We respect the event</li> <li>• We listen attentively</li> <li>• We stay calm and patient</li> </ul>	
	<ul style="list-style-type: none"> <li>• We listen and respect others' ideas</li> <li>• We understand that others learn in different ways</li> </ul>		<ul style="list-style-type: none"> <li>• We respect others' personal space and property</li> <li>• We support and care for others</li> </ul>		<ul style="list-style-type: none"> <li>• We participate and show school spirit</li> <li>• We celebrate the success of others</li> </ul>	
<b>We Connect</b>	<ul style="list-style-type: none"> <li>• We present ourselves as positive role models to the community</li> <li>• We represent the College with pride</li> <li>• We serve others</li> </ul>		<ul style="list-style-type: none"> <li>• We communicate respectfully online</li> <li>• We use AndI:E to support our learning</li> <li>• We report inappropriate behaviour</li> </ul>		<ul style="list-style-type: none"> <li>• We protect the privacy of ourselves and others</li> <li>• We follow our school's technology rules</li> </ul>	
	<ul style="list-style-type: none"> <li>• We engage positively in learning activities within the community</li> </ul>		<ul style="list-style-type: none"> <li>• We use technology to learn and stay organised</li> <li>• We are honest with our work and give credit to others</li> </ul>		<ul style="list-style-type: none"> <li>• We are present and participate when invited</li> </ul>	
<b>We Learn</b>	<ul style="list-style-type: none"> <li>• We stay focused and allow others to learn</li> <li>• We try tasks before asking for help</li> <li>• We participate and work well with others</li> </ul>		<ul style="list-style-type: none"> <li>• We play safely and include others</li> </ul>		<ul style="list-style-type: none"> <li>• We are present and participate when invited</li> </ul>	

January 2025

# Behaviour Flowchart – Primary Years





# Secondary Behaviour Response Continuum

## Class Teacher/ House Group Teacher (HGT)/ Duty Teacher (Level 1)

### Behaviours (examples)

- Inappropriate verbal and non-verbal language (e.g. in personal space, threatening, swearing and teasing peers)
- Lying
- Littering
- Physical contact (non-serious but inappropriate)
- Incorrect uniform
- Late to class including House Group
- Failure to bring correct equipment to class
- Disruption to the learning environment – attention seeking behaviour, calling out, talking, off-task, out of seat
- Misuse of equipment
- Incomplete/non-attempt of classwork/homework
- Inappropriate use of ICT e.g. games/mobile phone

### Actions and communications (Guidelines)

- Diary
- Engage
- Discussion with student
- Parent-carer contact (email/phone call)
- Community service – break times
- Time Out – Form 4 Reflection Sheet
- Buddy class
- Communication with HGT, House-Pastoral/Curriculum/Program Leader

## House-Pastoral/ Curriculum/Program Leader (Level 2)

### Referral from HGT/Classroom Teacher/ Duty Teacher to House-Pastoral/ Curriculum/Program Leader

#### Behaviours (examples)

- Non-attendance at school (H-P)
- Theft (H-P)
- Accidental property damage (H-P/C)
- Cheating/Plagiarism (C)
- Truancy from class – on school grounds (H-P)
- Non-submission of assessment (C)
- Minor sexual behaviour (normal age-appropriate, mutual) (H-P)
- Refusal/failure to follow staff instruction (H-P/C)
- Bullying, cyber-bullying and harassment (H-P)
- Breach of road safety rules on College grounds (H-P)
- Repeated Level 1 behaviour (H-P/C/P)

### Actions and communications (Guidelines)

- Diary
- Engage
- Parent-carer contact
- Daily Monitoring Card
- Check-in/Check-out
- Thursday afterschool detention
- Formal meeting (parent/carers)
- Class/break time withdrawal
- Referral to College supports e.g. Request for Support
- Form 5 Reflection Sheet
- Advise Head of College – Secondary (HOC)

## Head of College (Level 3)

### Referral from House/Curriculum/ Program Leader to HOC

#### Behaviours (examples)

- Vandalism
- Technology violation
- Combustibles
- Truancy – leaving school grounds
- Repeated Truancy
- Concerning sexual behaviours – orange
- Weapons (possession/use)
- Swearing at staff
- Sexting
- Violent or aggressive behaviour
- Severe/continued bullying and harassment
- Repeated Level 2 behaviour

### Actions and communications (Guidelines)

- Engage
- Parent-carer meeting
- External suspension
- Re-entry interview
- Restorative practices
- Referral to Catholic Education Services e.g. Behavioural Consultant, Inclusive Education Teacher
- Create or review Individual Behaviour Support Plan
- Record of Concern

## Principal (Level 4)

### Referral from Head of College to Principal

#### Behaviours (examples)

- Serious breach of College behaviour guidelines including bringing the reputation of the College into disrepute
- Illegal/illicit substances (possession and/or use)
- Concerning sexual behaviours – red
- E-crimes (illegal actions using the internet or phone technologies)
- Repeated Level 3 behaviour

### Actions and communications (Guidelines)

- Engage
- Parent-carer meeting
- External suspension
- Re-entry interview
- Create or review Individual Behaviour Support Plan
- Enrolment contract
- Recommendation for exclusion
- Record of Concern



*All behaviours in all levels to be recorded in Engage.*

January 2025

## APPENDIX C

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	Student 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, 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	Student in car parking area, workshed area, classrooms unsupervised
10	Lying/Cheating	Student engages in “White Lies”, exaggeration or half-truths	“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 See <a href="#">Traffic light system to assess sexual behaviour</a>	Green light behaviours (behaviours that are part of normal and healthy development)
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 prank calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards
4	Defiance/ Non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property

10	Forgery/ Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including mobile phone music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to social media (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 Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading See <a href="#">Traffic light system to assess sexual behaviour</a>	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

## APPENDIX D

### Detention Procedures

A detention is a formal sanction which may be used to address problem student behaviour. It is typically implemented when the student has not modified or ceased problem behaviour despite previous strategies being utilized.

Detention will be constructive, age and developmentally appropriate. As such, it is an opportunity to either re-teach or provide instruction regarding appropriate behaviour or focus on logical consequences for the problem behaviour that led to the detention. They align with principle of logical consequences outlined in this plan (p 10) meaning they are:

- Relevant
- Known to the student
- Consistent
- Supportive
- A learning opportunity
- Respectful to the dignity of students and staff

### Primary Detention Procedures

As outlined in the Primary Behaviour Flowchart (p13), detentions can be given in the form of *lunch without play* for repeated minor behaviour infractions or a major behaviour infraction. These detentions are supervised by the Head of College, Assistant Principal or other leader and students are given opportunity to eat their lunch during this detention. These can occur on any day between 12:25 pm and 12:55 pm.

After school detentions may be conducted on a suitable afternoon and occur after 2:40 pm. If needed these detentions will be given by the Head of College, and parents and students will be notified at least 24 hours in advance. These detentions will have an outreach or service focus giving students an opportunity to give back to the community.

### Secondary Detention Procedures

After-school detention may be used in the Secondary School for behaviour infringements or failure to meet assessment expectations. These sit at Level 2 on the Secondary Behaviour Continuum and may be given by House Leaders, Heads of Department, the Assistant Principal Learning and Teaching or the Head of Secondary. The focus of these detentions may be community service, providing students with an opportunity to give back to the community. These detentions occur on a Thursday afternoon between 2:50 pm and 3:50 pm. Parents and students will be notified at least 24 hours prior.

### Suspension Procedures

The Principal may use suspension in response to behaviour that constitutes one or more of the following grounds from the Education (General provisions) Act 2006:

- Disobedience
- Misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff
- the student is charged with a serious offence.

It is also a grounds for suspension if:

- the student is charged with an offence other than a serious offence; and
- the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.

Suspensions can be used as an immediate option to ensure the safety and wellbeing of the student, other students, staff and other members of the community for behaviours including but not limited to:

- possession of alcohol or illicit substances
- violence or threat of serious physical violence
- concerning sexual behaviour
- possession of a weapon or knife
- verbal abuse (in line with age-appropriate expectations)

If the student's behaviour results in a criminal charge, suspension may continue until the charge is dealt with at the Principal's discretion.

Suspensions may be:

- 1-2 days
- 3-10 days
- More than 10 days

The Principal or Heads of College will notify the student and their family of the grounds for the suspension and the conditions relating to the suspension and written notification will be sent outlining:

- Reasons for the suspension
- The length of the suspension

This notification will also include a request for discussion with the student and their family and details on the right to appeal.

At the end of the suspension there will be a re-entry process involving a meeting to:

- Welcome the student, with their parents/carers, back into the community
- Discuss plans for future success involving goal setting and follow up evaluations

## **Exclusion Procedures**

Exclusion is 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.

Exclusion is the full-time withdrawal of a student's right to attend St Andrews Catholic College and College related functions.

A recommendation to exclude a student from the College is enacted by the Principal and submitted for approval by the CEDC Executive Director. The student and their family will be notified by letter that there will be an initial period of suspension for ten (10) school days, and that exclusion from St Andrews Catholic College is being recommended. This letter will also outline the reasons for the proposed action.