

# EMMAUS COLLEGE – Jimboomba

## *Calm Connected Classrooms*

### Behaviour Support for Learning Plan

(VERSION 7 – Updated February 2025)



Christian Identity

Deepening Learning  
through Quality  
Pedagogy

## THE EMMAUS WAY

Walking the Journey

***4 Signature  
Practices***

Calm Connected  
Classrooms

Collaborative, Caring  
& Professional  
Partnerships



## Foreword

### *Our Vision: " Excellence in learning within a contemporary Christian community"*

It is our aim to provide a learning environment that nurtures young people's gifts and abilities and enables them to reach their potential. The staff of Emmaus College is privileged to share with students and parents, as partners, in education.

Our College is owned and administered by the Archdiocese of Brisbane Catholic Education and forms part of a system of almost 150 schools and colleges. At the local level we are in equal partnership with the Anglican, Catholic, Lutheran and Uniting churches. These four participating churches and the College community have been involved in the development of our Vision and Mission Statements, the *Visioning the Future* document, and our College logo.

The central theme of our College, as depicted in the Emmaus story and represented in our logo, is *journey*. Aspects of our Christian story – faith, hope, love, forgiveness, justice, compassion, and freedom – are represented by our motto, *Walking with Christ*. The people in the logo represent us, the Emmaus College community – the students, parents, staff and members of our broader community. The road represents the journey of life, our journey, and the path we choose to follow.

Emmaus College is committed to positive, proactive practices in the support of student behaviour, and student wellbeing and formation. This is based on the belief that young people at our college are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. The goal of formation of right behaviour and respectful relationships at our college is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

Our School-wide Student Behaviour Support for Learning Plan offers guidelines to support this journey, to enhance our positive college ethos and promote effective learning by outlining:

- Clearly stated expectations of what constitutes acceptable behaviour

- Effective behaviour support strategies

- Processes which recognise, teach, reward, and celebrate positive behaviour, and Processes, rules and sanctions to deal with unacceptable behaviour.

We trust that as partners in the education process we will be able to journey with each other and to grow in wisdom as we walk together and share life as a community, so that we may be able to achieve our vision of *Excellence in learning within a contemporary Christian community*.

**JANE EGAN**

**Principal**

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# SCHOOL STUDENT BEHAVIOUR SUPPORT FOR LEARNING PLAN

## Introduction

This *Emmaus College Student Behaviour Support for Learning Plan* is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our college community.

The *Emmaus College Student Behaviour Support for Learning Plan* has been developed to clearly outline the way in which Emmaus College follows the published Brisbane Catholic Education *Student Behaviour Support Policy* and *Student Behaviour Support Procedures*.

## Rationale

*Our motto - Walking with Christ.*

Emmaus College is committed to evidence-based, whole school and classroom practice that aims to maximise student access to life-giving learning. Student behaviour support is considered an integral part of all learning and teaching experiences. Learning becomes rich, real, and relevant when individuals, in all their diversity, experience a sense of belonging and feel valued and safe.

It is acknowledged that a diverse range of personal, social, cultural, family, and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Emmaus College seeks to develop throughout our P-12 community right behaviours and respectful relationships that are infused with gospel values of faith, hope, love, forgiveness, justice, compassion, and freedom.

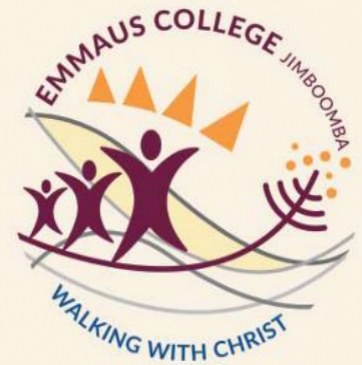
Emmaus College is committed to positive, proactive practices in the support of student behaviour that enhances access and engagement to learning. This is based on the belief that young people at our college are on a journey to spiritual, social, emotional, physical, psychological, and intellectual wholeness and maturity.

The goal of formation of right behaviour and respectful relationships at our college is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

Through an integrated and strengths-based approach to learning, academically and socially through the curriculum, and supported by wellbeing and pastoral care strategies, Emmaus College assists students to develop positive pro-social behaviour. The following features are integrated into different aspects of the school to guide positive behaviour formation:

- Respect: helping students to understand and to foster respectful relationships with others by embodying values of a Christian Community, the example of Jesus, the teaching of the Gospel and cultivating responsibility for self
- Justice: working with students and families to identify and remove barriers to the formation of positive behaviours and engagement in learning
- Inclusion and diversity: welcoming students from diverse backgrounds and students with diverse needs
- Responsibility: helping students to develop a social conscience by developing social and emotional intelligence, self-discipline and responsible decision-making
- Networks: developing effective networks of care across the community through partnerships with parents and guardians, parish groups, support services. Allied health services and the wider community
- Strategy: a whole-school approach to support students with a continuum of supports – universal, targeted and individual
- Accountability: promoting evidence-informed decision making, transparency and accountability.

# VISION STATEMENT



***'Excellence in learning within a contemporary Christian community.'***

***We intend to achieve this Vision through:***

### ***Relationships that***

- *are positive partnerships within and beyond the school community*
- *empower and encourage involvement and contribution by individuals and groups in all school endeavours*
- *embrace the gifts and diversity of each individual and group*
- *develop and practise a 'shared wisdom' model of decision-making that respects the common good*
- *promote harmony with our environment – stewardship of the earth*

### ***Organisation that***

- *provides structures, policies and practices that are clear, transparent and accountable*
- *adopts a 'shared wisdom' model of decision making*
- *is governed in a manner consistent with Christian ethos and traditions*

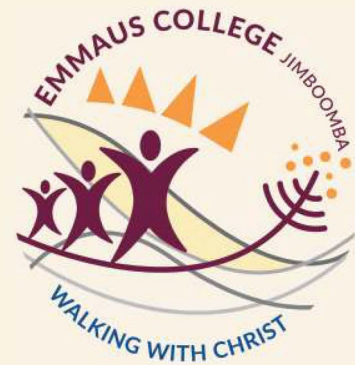
### ***Learning that***

- *is matched to student needs*
- *is high quality and research based*
- *provides children with a solid grounding in the Christian faith with special attention given to the study of ecumenism*
- *commits all to excellence and innovation in curriculum design and delivery*
- *is reported authentically and appropriately to stakeholders*

### ***A Culture that***

- *is committed to living and spreading the Gospel in our own lives, the school and global community*
- *practises personal and communal prayer, reconciliation and an openness to the Spirit's gift of unity*
- *exercises a genuine concern for the poor and marginalised*
- *provides stewardship of the earth*

# MISSION STATEMENT



***Emmaus College is a school...***

***where partnerships***

- ◊ *with parents, students, staff, churches, families and community*

***operate in a Christian Education Community***

- ◊ *in its faith*
- ◊ *in its worship*
- ◊ *in its way of life*
- ◊ *in its care, concern and compassion*

***which is Faith centred***

- ◊ *in its view of God - creator, mystery, trinity*
- ◊ *in its understanding of Jesus and his teaching*
- ◊ *in its concept of Church*
- ◊ *in its knowledge of the Bible*
- ◊ *in its preparation of students for their life journey*

***and welcoming***

- ◊ *where the Gospel values are espoused and practised in an ecumenical context*
- ◊ *where students live, learn and celebrate a holistic education experience*
- ◊ *where staff are committed to the Ecumenical ethos of the school*
- ◊ *where self-discipline is taught, practised and reflected in relevant policies*

***and***

- ◊ *welcomes with sincerity and hospitality*
- ◊ *gives children secure beliefs in times of rapid change*
- ◊ *supports families in their lives as family*
- ◊ *teaches the value of relationships and enhances skills in this area*
- ◊ *is united and also respectful of the diversity of faith worship and practice*
- ◊ *is a model for excellence in education*

***where those entrusted with the education of the students teach them how to join the discoveries of human wisdom with the truth of the Gospel, so that they will be able to develop a healthy spirituality and lead faith filled lives.***

## Vision for Student Behaviour Support

*Our Vision - Excellence in learning within a contemporary Christian community*

Emmaus College is founded on the person of Jesus Christ and enlivened by the Gospel. As a community, we are committed to embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice, compassion, and freedom.

As a Christian Community we believe that every learner is, in some respects, like all others, like some others and like no other and we respond creatively, flexibly and with a futures orientation to ensure the dignity and justice for all (BCE Learning and Teaching Framework).

Emmaus College aims to provide all students with opportunities to develop positive behaviours and self-discipline in the supportive environment of a dynamic, Christ-centred community, where mutually respectful relationships are defining features.

Our focus as educators is to implement innovative, effective and expected learning and teaching practices, an engaging curriculum and develop respectful relationships that are based on a professional understanding of child development and pedagogy. Our philosophy of inclusion is grounded in certain essential core beliefs about learning for all students attending Emmaus College.

We believe that:

- All students can learn
- All students should have an opportunity to learn to live and to contribute as responsible members of society
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts
- Students who have exceptional needs are more like other students than they are different
- An attitude of welcome acceptance and celebration of individual differences and unique gifts is to be encouraged and supported among students, parents, and staff
- All students have the right to be treated with dignity.

## Our School Context

Situated within the Archdiocese of Brisbane, Emmaus College is an ecumenical school founded on Christ (in partnership with the Anglican, Lutheran and Uniting Church traditions) and is at the service of our students, families, society and the Church. Emmaus College is a P-12 school, catering for over 1500 students. It is a vibrant College with purposefully designed learning spaces, beautifully landscaped gardens, an innovative curriculum, and a warm and friendly atmosphere.

## Consultation and Review Process

The *Emmaus College Student Behaviour Support for Learning Plan* has been developed in collaboration and consultation with staff, parents, and student representatives of our school community. College-wide school renewal processes and a review of school wellbeing data relating to attendance and student behaviour, along with data from the BCE Listens survey are used to inform the review process.

The *Emmaus College Student Behaviour Support for Learning Plan* has been endorsed by the Parents and Friends Executive, the Principal of Emmaus College and the Senior Leader School Progress and Performance - Brisbane Catholic Education. The *Emmaus College Student Behaviour Support for Learning Plan* will undergo a detailed review every 2 years and a high-level check performed annually or as required by Brisbane Catholic Education and/or Queensland Government legislation.

## **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.

Emmaus College Vision for Learning

*Learning is...creating, inquiring, reflecting*

*Learners are...interactive, persistent, hope-filled*

At Emmaus College, we believe that learning behaviour is promoted through teaching and as such student behaviour support is considered an integral part of all learning and teaching experiences. Securing effective learning behaviour is supported by whole college and classroom learning and teaching practice involving.

- a focus on the whole student – spiritual, personal, social, and intellectual
- a pastoral approach to learning and teaching
- positive behaviour and relationships promoted through classroom curriculum and college activities
- internal school-based intervention programs involving support and specialist staff
- external support interventions, family education, specialised services, and alternate pathways of care.

All areas of Emmaus College are learning and teaching environments. We consider student behaviour support to be an opportunity to focus on the set of social skills and self-understanding all students require for the purpose of learning.

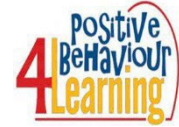
Student behaviour is inextricably linked to the quality of the learning experience facilitated by the teacher and as such, positive, trusting, and respectful relationships, particularly between student and teacher, are critical for maximizing appropriate behaviour and achieving educational outcomes.

This *Student Behaviour Support for Learning Plan* summarises our processes for assisting students to achieve educational outcomes. The plan provides a framework for promoting positive behaviours and outlines procedures for responding to problem behaviour, inappropriate or unacceptable behaviour and behaviours of concern. These practices and processes ensure the dignity of each student so that learning is personal, relational, and communal, inextricably linked to living life to the full (BCE Learning and Teaching Framework).

Shared expectations for student behaviour assists Emmaus College to create and maintain a positive, productive and quality learning and teaching environment, where ALL college community members have clear and consistent expectations and understandings of their role in the educational process.



## 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.

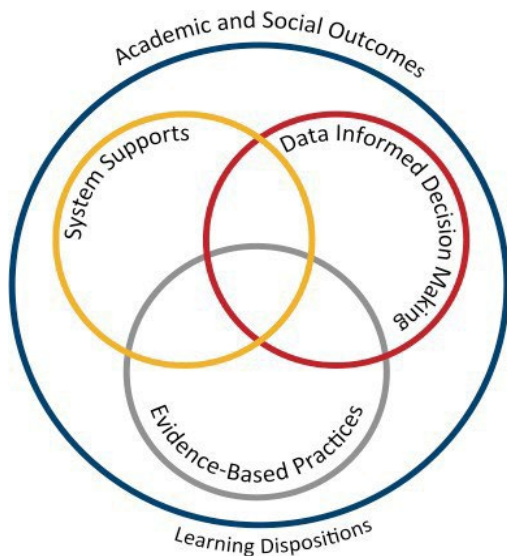


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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:*

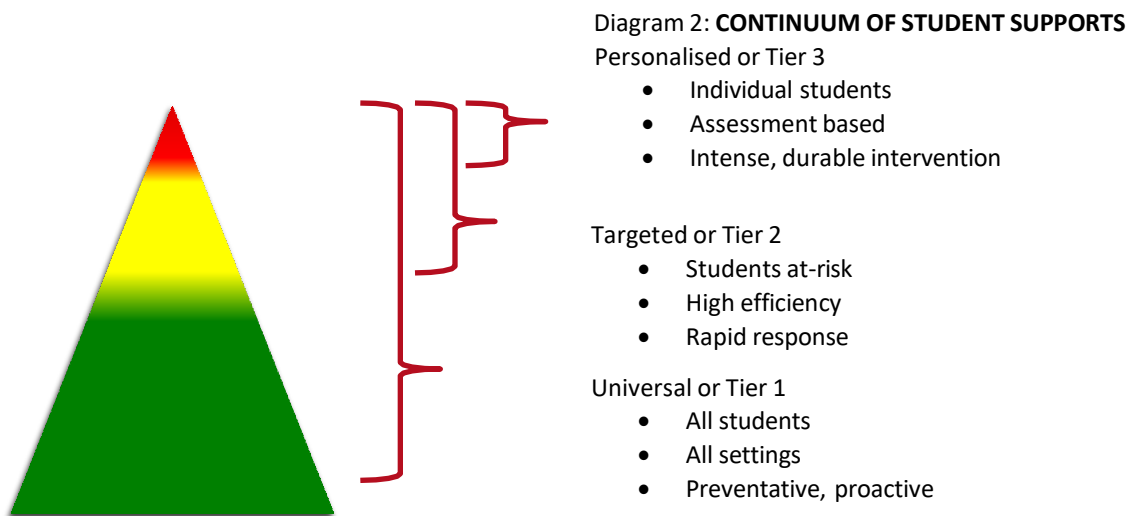
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 College staff

Our Behaviour Support for Learning Plan, “*Calm Connected Classrooms*”, focuses on genuine, authentic care. As such, this is reflected in the extensive support structures that exist within the school to support students to access their learning. Therefore, the effectiveness of student behaviour support at Emmaus College is directly related to structural and organisational arrangements.

STUDENT WELLBEING SUPPORT STRUCTURE	
P-6	7-12
Assistant Principal Student Wellbeing	Assistant Principal Student Wellbeing
Early Year and Junior Years Leaders	Student Wellbeing Leader
	Pastoral Leader per Year level
Classroom Teachers	Pastoral Care Teachers / Subject Teachers
Head of School (P-6)	Head of School (7-12)
Guidance Counsellors	
Principal	

Timetabling and administration can significantly enhance the climate and experience of student support, particularly when such arrangements are flexible and responsive, as is the case at Emmaus College.

Within the College, we have a variety of teams that support positive behaviour for learning. Our universal teams include:

- all teachers
- school officers
- College Leadership team.

Targeted and/or individual support teams could include:

- guidance counsellors
- support teachers: inclusive education
- Request for Support team (7-9/10-12)
- members of the P-12 pastoral team
- members of the College Leadership team
- selected teachers.

In addition to daily collaboration between staff for student wellbeing, there are specific structures and organisational arrangements that support student behaviour and wellbeing that include:

TARGETED / PERSONALISED MEETINGS	MEETING FREQUENCY
APSW (P-6 / 7-12) and/or Guidance Counsellors	Daily
Student Wellbeing Leader (7-12), Early Years Leader, Junior Years Leader and/or Guidance Counsellors	Daily
Pastoral Leaders (7-12) and/or Guidance Counsellors	Daily
Early Years, Junior Years, Middle Years and Senior Years teams	Twice per term
Student Support Team	Weekly
P-12 Pastoral Leaders team	Fortnightly
7-12 Pastoral Leaders team and Request for Support team (7-9/10-12)	Fortnightly
P-6 Middle Leaders team	Fortnightly
All Staff – Pastoral focus	Once per term

Throughout all of these meetings, staff utilise Engage and BI tools to analyse and examine wellbeing data, including behaviour data to understand the reason behind the behaviour and look at trends in order to develop practices and plans to support student progress. Our Concern for a Learner Process highlights that staff need to look at the data first before approaching the correct staff member for support. Finally, all staff engage in on-going professional learning to build capacity in the implementation of our signature practice - *Calm Connected Classrooms*, and also at dedicated stages throughout the year, such as, at the beginning of each school year, at pastoral staff meetings and at one twilight meeting per year. All staff at Emmaus College participate in Student Behaviour Support professional development in terms of familiarisation with college policy, processes and procedures, skill development within these processes and the philosophical approach of the college to behaviour support.

Professional development opportunities include but are not limited to:

- Mission of Emmaus College
- Catholic Education Archdiocese of Brisbane Employee Code of Conduct
- The Role of the Teacher
- Brisbane Catholic Education's Student Protection Policy and Reporting Processes
- Regular designated staff meetings that focus on pastoral approaches to learning and teaching
- Emmaus College Student Behaviour Support for Learning process – *Responsibility and Respect Process*
- Professional learning linked to Diversity and Inclusion
- Strategic Renewal Processes

At Emmaus College staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the college.

Students also receive instruction and guidelines about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

## 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 Christian Identity and provide consistency across the staff and school community.

Our P-12 college community has identified the following expectations to teach and promote the goal of formation of *right behaviour and respectful relationships*.

As learners we show:

- responsibility and respect for self
- responsibility and respect for others
- responsibility and respect for Emmaus and community.

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. A set of examples has been attached to each of our expectations. They provide an insight into the type of expected behaviour that is taught and reinforced at the college but are not an exhaustive list.

(Refer to Appendix C - *Code of Expected Student Behaviour*)

In addition to our college 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.

At Emmaus College, we emphasise the importance of our pastoral approach to learning and teaching by directly teaching and modelling to students the behaviours we expect at school. Our expectations, as outlined in the Code of Expected Student Behaviour (Appendix C), identify the shared values and expectations of a Christ-centred school. The goal of formation of right behaviour and respectful relationships at our College is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

The Code of Expected Student Behaviour is directed towards **all** students and is designed to promote positive behaviour and outlines procedures for responding to problem, inappropriate or unacceptable behaviour and behaviours of concern.

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

- explanation of the College logo and explicit teaching linking the symbols in the logo with our story of *journey* and the formation of right and respectful relationships
- presentation of the Code of Expected Student Behaviour and 5 Expected Practices in college publications, at enrolment, in newsletters, on the college website, in student diaries, displayed in classrooms and at parent engagement events
- class covenants, designed by students which identify and promote positive behaviours aligned with the Code of Expected Student Behaviour and 5 Expected Practices
- reinforcement of learning from behaviour discussions on school assemblies and during learning activities facilitated by staff during classroom and non-classroom activities
- discussions regarding behaviour via the *Responsibility and Respect Process* conducted by classroom teachers and other staff when responding to unproductive behaviours or behaviours of concern
- direct teaching of appropriate behaviours that enhance learning in the classroom.

### **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.

Appropriate behaviour is acknowledged and celebrated in a number of ways, including:

- class reward and Merit system
- awarding of House/Colour Points which culminate each term in P-12 House/Colour Celebration days for the winning house
- ‘good’ notes home to parents via the student diary by class teachers, pastoral leaders, members of the College Leadership team
- public acknowledgement of achievements at sub-school, P-6/7-12 or whole college assemblies
- verbal praise
- celebrations of learning (awarding of certificates, stickers for positive behaviour, *Gold Star Award* – SRC initiative, the presentation of the Emmaus Award and class Emmaus Award medals)

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

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Mentoring Programs – adapted from The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of a Mentoring Program is a trusting, relationship between the student and a caring teacher or student mentor. This mentor both advocates for and challenges the student to support them with their engagement at school. This mentor becomes a key person within the individual’s support team.
- Social Skills Clubs/Groups (eg: Traction). 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. However, from time to time an external agency is engaged.

### 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
- Proactive, 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 do not 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 B 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 Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher – student conversation “Responsible Thinking” plan – teacher, student and/or member of Pastoral Leadership Team Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference



When responding to inappropriate student behaviours, staff members attempt to manage issues at the lowest level possible while maintaining the dignity of all through using appropriate strategies to ensure that students understand the relationship of the inappropriate behaviour to expected behaviour.

One strategy that staff members use when responding to inappropriate behaviour is to have students:

- explain how their behaviour differs from expected appropriate behaviour – *what are you doing?*
- articulate the relevant expected behaviour and identify what they will do to change their behaviour in line with expected behaviour – *what should you be doing?*
- describe the likely consequences if the inappropriate behaviour continues – *what will happen if you continue this inappropriate behaviour?*

Should inappropriate behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their inappropriate behaviour (Refer to Appendix D - *Guide to Responding to Behaviours of Concern*).

In addition, de-escalation crisis prevention and support strategies may include Time Out at school and/or Time Out at home. This time out will signal that the student's present behaviour is not acceptable and allow for a cooling off period and time to co-ordinate school resources to set in motion a plan to support the student. During this time, the school will collaborate with key stakeholders within the school, the student and the student's family.

Emmaus College strives to create learning environments which are supportive of all individuals and where all members of the community experience a sense of belonging and feel valued and safe.

Every school has some students whose ability to respond appropriately to school expectations requires serious school action. These behaviours may be characterised as persistently disruptive to the learning and teaching program, chronically disrespectful of college rules and codes of expected behaviour, or harmful to the wellbeing and security of its members.

At Emmaus College, consequences for the infringement of the *Code of Expected Student Behaviour* including disciplinary measures and formal sanctions are not approached as punitive actions. These consequential actions are concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and to maintain the good order and management of the college as prescribed under section 285 of the *Education (General Provisions) Act 2006*.

## 5. BCE Formal Sanctions

- Detention
- Suspension
- Exclusion

For appeals, the school aligns to BCE processes.

The formal sanctions applied at Emmaus College:

- are just and reasonable and convey a sense of forgiveness.
- encompass a range of options that are related to the misdemeanor.
- are supportive and enforceable.
- contribute to the development of justice and fairness in the school.
- foster responsibility for actions.
- positively support changing, healing, and restorative practices.

The formal sanctions applied at Emmaus College intend to achieve the following objectives:

- to protect the rights of the students, staff and learning community.
- to help find ways to negotiate with the student a plan for change to acceptable patterns of behaviour.
- to keep the parents/caregivers of the student informed and, if possible, engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student.
- to safeguard the right of teachers to be able to teach without unacceptable disruption.
- to safeguard the right of other students to learn without unacceptable disruption.

It is an expectation that formal sanctions are to be applied only when all other reasonable responses to manage the incident have been taken. The proposed action should appropriately balance the best interests of the student and the security and safety of other members of the school community – risk management.

Formal sanctions available to Emmaus College through the Brisbane Catholic Education's *Student Behaviour Support Policy and Procedure* are noted above and outlined in the following.

## Detention

The principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff, as is the case at Emmaus College.

### What is *detention*?

A 'detention' is any relatively short period when a student is:

- required to remain at school, or in a particular classroom, in student's 'non-class' time (recess, lunchtime, recreation time, after school) or
- excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).

While the word 'detention' is used, the form of detention that is used at Emmaus College is not related to formal detention centres / systems. The opportunity exists during a detention to use that time to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- complete classwork
- rehearse alternative behaviours.

The processes associated with detention are also used in this document to refer to other legitimate school practices such as the *Responsibility and Respect Process* so that they have a consequential rather than punitive nature. A detention should be constructive and age appropriate. It can signal to a student that their inappropriate behaviour will be met with an immediate consequence. Detentions can be a deterrent to unproductive student behaviour.

A student could be delayed from enjoying pleasant recreational activities (recess, lunchtime, recreation time or after school) or from participating in normal classes – referral to the *Responsibility & Respect Room* (Years 7-12) referral to another classroom or a member of the College Leadership team (Years P-6). At a more serious level, a detention in the form of 'time-out' in another classroom or under the supervision of a member of the college leadership team or delegated staff member may be applied.

### What are the guidelines associated with *detention*?

Brisbane Catholic Education *Student Behaviour Support Procedures* outline the following expectations for schools using detention as a method of managing student behaviour:

- that the detention itself is age-appropriate and that the student is adequately supervised by a member of the teaching staff or school leadership team for the entire period of detention (what is adequate will depend on the student's age, stage of development, and any special needs)
- the student's safety and welfare needs are being addressed - the student is given appropriate access to food, access to drink facilities and access to toileting facilities.
- a detention room should not be regarded as a punitive environment.
- the student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way.
- time-out will not be effective if the student does not want to return to class or views time-out as an escape from an undesirable situation. The purpose of time-out may also be to relieve the teacher and other students.
- interaction between a student and the supervising teacher should be emotionally neutral and respect professional boundaries; the aim should be for the student to devise a plan that negotiates readmission to class.
- where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student's travel from school to home. If detention will jeopardise a student's safe transport home, it is appropriate to postpone the detention until alternative arrangements can be negotiated with the student's parents/caregivers.
- students with multiple detentions are to be referred for behaviour support, with data collected to inform decision-making.

## Suspension

The Principal of a Brisbane Catholic Education school may suspend full-time or part-time a student from that school *for a period up to 10 school days* or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the Principal believes poses an unacceptable risk to members of the school community.

In the absence of the principal from the school, the Acting Principal has the same authority to suspend. The principal may also delegate the authority to suspend to members of the college leadership team such as the Head of School P-6, Head of School 7-12 and Assistant Principal Student Wellbeing (APSW P-6 and APSW 7-12). At Emmaus College, the APSW has been delegated the responsibility to make day to day decisions to support our calm connected classroom philosophy – this includes the decision to suspend a student.

### **A suspension could take place in school or out of school.**

#### What is suspension?

Suspension is the temporary, full-time, or part-time withdrawal of a student's right to attend school and school related functions for a defined period of time.

- Any single suspension cannot exceed ten school days without being referred to the Head of School Progress and Performance, through the Senior Leader – School Progress and Performance.
- Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur.
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days in total.
- By mutually agreeable arrangements, a student who is suspended may attend an alternative education program.

Suspension may occur if so, decided by the school Principal after he/she has:

- ensured that all appropriate and available student support strategies and discipline options have been applied and documented
- ensured that all appropriate support personnel available, within the school system and externally, have been involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances, has occurred with the student and/or parent/caregivers regarding specific unproductive behaviour which the school finds unacceptable and which may lead to suspension and considered the response of the student and/or parent/caregivers
- as far as practical, provided to the student and/or parent/caregivers a formal written behaviour notification detailing these behaviours, as well as clear expectations of what is required of the student in future
- recorded all actions taken in appropriate school files and in the Engage Student Behaviour Support System Suspension Register.

#### Why would a student be *suspended*?

Principals may suspend where behaviour includes:

- **Persistent noncompliance** - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended
- **Persistent disruption** - Students who persistently disrupt and prevent the learning and teaching of others may be suspended
- **Breach of school's Code of Expected Student Behaviour** - Students who seriously breach the school's published rules and regulations may be suspended.
- Suspension is not to be used as punishment for poor attendance.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence (including threats made using telecommunications e.g. social media), or the presence of weapons or illegal drugs.

Principals may suspend immediately any student whose behaviour includes (but is not limited to) the following:

- **Possession of alcohol or a suspected illegal drug** - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol or is confirmed as illegal. In cases where the substance is being represented by the student as an illegal drug, the matter should be referred to the police.
- **Violence or threat of serious physical violence** - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with BCE Student Protection Processes.
- **Possession of a weapon or knife** - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.
- **Concerning or serious sexual behaviour** – the matter is to be reported in accordance with Student Protection Processes.
- **Verbal abuse** – Principals must take developmentally appropriate expectations into account in relation to verbal abuse by a student.

#### What is the purpose of *suspension*?

Suspension is imposed as a disciplinary measure and for no other reason. The purpose is to:

- Signal that the student's present behaviour is not acceptable
- Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour. For students with high support needs, action is taken to review the implementation and efficiency of educational adjustments and behavioural plans and advice is sought from case managers
- Establish a negotiation process for the student's re-entry to the college, based on the student's achieving some explicit goals related to improved behaviour
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's unproductive behaviour and are involved in the process of negotiation for re-entry
- Protect the right of staff to work in a safe and professional environment and the right of other students to learn without being unduly disrupted or put at risk.

#### Will the school provide schoolwork for a student to complete during *suspension*?

The school will provide appropriate schoolwork for the duration of the suspension.

#### What is the role of the parent/caregiver during a student's *suspension*?

- Parents/caregivers have responsibility for their children while they are under suspension
- Parents/caregivers have a responsibility to provide appropriate supervision as students on suspension may not attend school and school-related functions. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school or allowing the student to enter the college grounds for any reason during the period of suspension) the Principal should inform the Senior Leader - School Progress and Performance
- Parents/caregivers are required to attend a re-entry interview with a member of the college senior leadership team. Students will be required to attend this interview with their parents/caregiver before their re-admission to the college community.

## What are the procedures associated with *suspension*?

The procedures associated with suspension at Emmaus College conform to the Brisbane Catholic Education *Student Behaviour Support Policy and Procedure*.

### **When the decision to suspend a student has been made the following procedures are followed:**

Initial notification of the suspension:

- initial notification of suspension may take place by telephone and as soon as practical, notification of suspension will be made to parents/caregivers in writing
- an agreement is reached about arrangements for the collection of the student from the college

Written notification of the suspension will:

- indicate the reasons for the suspension
- advise the length of the suspension, the expected return date, and the conditions to be met to enable the student to return
- outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension
- inform parents/caregivers that as a usual part of the return of a student from suspension that an appointment must be made to meet with a member of the college senior leadership team to discuss the student's return to school. It is expected that a parent/caregiver will attend this appointment, with the student and that the meeting will occur before the student is readmitted to the college
- refer parents/caregivers to the college's *Student Behaviour Support for Learning Plan*.

Documentation of the suspension:

- As soon as practical after a day or longer suspension takes place, the Principal will ensure a report is written on the background and reasons for suspension, with the period of suspension clearly specified.
- A copy of the letter, notifying the parent/caregiver of the decision to suspend, should be attached to the report. Copies of the report and letter should be placed on the school file and placed in the student's file.
- For less than one full day suspension, a note should be made in the student's file.
- For a suspension of one to five days, reporting remains in the school. For a suspension of longer than five full days, Principals should notify the Senior Leader - School Progress and Performance.

### Suspension Re-entry

As part of the re-entry process, a member of the College Leadership team or Pastoral team will convene a meeting with the student and the parent/caregivers to discuss the basis of maximising successful reintegration into the college before the student's return to the college. Usually the re-entry meeting will take place at the college. In extenuating circumstances and at the discretion of the Principal, this meeting may take place over the phone.

Sometimes, in instances where there has been a problematic relationship between a parent/caregiver and the college, the Principal may ask a third person such as the Senior Leader - School Progress and Performance, a peer Principal, or Guidance Counsellor to facilitate the meeting.

The aims of the meeting with the parent/caregiver and the student are to:

- Ensure that the parents and the student understand the seriousness of the student's unacceptable behaviour and the need for disciplinary action
- Encourage a mutually supportive position between the college, the student and the student's parents for the action that the school is taking, and
- Devise a mutually acceptable plan, conditions and follow-up evaluation for the student's re-entry to the college.

If, despite the college's requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Senior Leader - School Progress and Performance. Alternative steps may need to be taken to facilitate the student's return to school or the Senior Leader - School Progress and Performance in consultation with the Head of School Progress and Performance may consider commencing proceedings for exclusion.

Brisbane Catholic Education *Student Behaviour Support Policy and Procedure* make clear that, in every case where formal disciplinary sanction is under consideration, the impact on the student's education and wellbeing must be carefully assessed. The more serious the sanction under consideration, the more carefully must the school assess whether all other reasonable steps to deal with the situation have been taken and whether the proposed action is in fact in the best interests of the student and the school.

## **Exclusion**

In extreme circumstances, a Principal may, in consultation with the Senior Leader - School Progress and Performance, make a submission to the Head of School Progress and Performance recommending the exclusion of a student from a Brisbane Catholic Education school. The Head of School Progress and Performance will in turn forward this submission with his/her own recommendation to the Learning Services Executive for decision.

- A Principal may not exclude a student on his or her own authority
- A decision to exclude from a Brisbane Catholic Education school can only be made by the Learning Services Executive on recommendation from the Principal through the Senior Leader - School Progress and Performance and Head of School Progress and Performance.
- In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

### What is exclusion?

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Learning Services Executive (or nominee). Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Learning Services Executive from attending any Brisbane Catholic Education school.

### What is the purpose of *exclusion*?

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the long-term safety and wellbeing of other students and staff
- Remove the student from an established environment in which severely unacceptable behaviour patterns have become entrenched
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's rehabilitation needs
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

### When would *exclusion* be considered?

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Students will not normally be excluded without a clearly documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student's behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Learning Services Executive (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of expected behaviour has occurred, the Principal may give parents and students an understanding of a range of options open to them. Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it.

Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/ caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

The procedures associated with exclusion are aligned with the Brisbane Catholic Education *Student Behaviour Support Policy and Procedure*.

The Principal will:

- Consult with the Senior Leader - School Progress and Performance
- Consult as needed with the Pastors of participating traditions in formal partnership with Emmaus College and noted as partnerships with the family at enrolment
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
- Notify the student and the parents/caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student and parents/caregivers to respond
- Provide the parents or caregivers, or student where the student is living independently, with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The principal is entitled to use discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent/caregiver to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Senior Leader - School Progress and Performance
- Consider any response from the student and parents/caregivers before proceeding further
- Request a meeting with the student's parents/caregivers to discuss the process and the reasons for the recommendation
- Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal
- Forward the recommendation to the Head of School Progress and Performance, detailing the reasons, the action taken to moderate the student's behaviour (where appropriate), a copy of all required documentation and any response from the student, parents/caregivers.

The Learning Services Executive (or nominee) will consider the application for exclusion and may:

- Consult with the Principal and Senior Leader - School Progress and Performance
- Provide an opportunity for the student and the student's parents/caregivers to be consulted, by a designated person/s.

While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Learning Services Executive. Where an application for exclusion by the Principal has been agreed to by the Learning Services Executive, the Principal will write to parents to notify them.



## Appeals

### When can an *appeal* against a suspension or exclusion be made?

For appeals, the school aligns to BCE processes.

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers, or students living independently, may appeal a suspension longer than three days to the Senior Leader - School Progress and Performance. Parents or students living independently may appeal an exclusion to the Learning Services Executive.

### **The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance.**

Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals' process. Alternative options to respond will be considered.

Appeals against an exclusion must be submitted in writing to the Executive Director within fourteen (14 days) of the decision being communicated to the student and/or student's family.

Appeals are made to:

- The Principal of the school about a decision to suspend a student for less than five days,
- The Senior Leader - School Progress and Performance about a decision to suspend a student for more than five days from a particular school: or
- The Learning Services Executive about a recommendation to exclude a student from a Brisbane Catholic Education school.

In practice, Principals of BCE schools are in regular contact with Senior Leader - School Progress and Performances about suspensions and potential exclusions and seek their advice.

<b>Sanction</b>	<b>Appeal Process</b>
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School 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 Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

### Purpose

The purpose of this section of our *School Student Behaviour Support for Learning 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).

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person. It may be intentional or unintentional i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless.

Harassment is unacceptable and needs to be addressed as part of creating a safe school, but it would not be considered bullying if any one or more of the following three features were present:

- it occurred only once and was not part of a repeated pattern
- it (genuinely) was not intended to offend, demean, annoy, alarm or abuse
- it was not directed towards the same person/s each time.

**Types of bullying (as per BCE Procedural document: Preventing and Responding to Student Bullying and Harassment – issued 12/10/2022) include but are not limited to:**

- Verbal - name-calling, taunting, mocking, making offensive comments
- Physical - kicking, hitting, pushing, taking belongings
- Social/Psychological/Covert - producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours
- Cyber - inappropriate text messaging, sending offensive or degrading images by phone or internet

## **Our whole-school approach to preventing and responding to student bullying, harassment and victimisation**

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, harassment and victimisation.

Other pro-active, preventative strategies implemented at Emmaus College include (but are not limited to):

- Openly talk about harassment and victimisation – what it is, how it affects individuals and how we can respond (Whole school)
- Provide our students with opportunities to develop skills, which will build their self-esteem and empower them to take responsibility for themselves. We will also give students the opportunity to practise these skills and receive additional support if needed (Class/Individual support).
- Establish 'reporting' as acceptable and responsible behaviour valued in our community (Whole school).
- Encourage students to report incidents of harassment, victimisation or of being bullied (Whole school/Class).
- Respond quickly and appropriately when reporting occurs (Whole school).
- Display a list of student protection contacts (*names of staff*) on our College website, in classrooms and in the office (Whole school).
- Engage external provider, Eyes Open Social Media, to facilitate targeted education about cyberbullying for parents and students, and professional development for staff.

### **1. Understanding Bullying, Harassment and Victimisation**

The anti-bullying procedures at Emmaus College are an addition to our already research-based and validated college wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Targeted education about bullying and how to prevent and respond to it, is a subset of procedures that our students are already accustomed to.

Research indicates that:

- both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our college community's goals and efforts for supporting all students.
- many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied.

Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Emmaus College provides a variety of professional learning opportunities about appropriate terminology, signs of bullying, types of bullying and research about bullying, harassment and victimisation. These opportunities include (but are not limited to):

- Newsletters
- Parent and student sessions facilitated by Eyes Open Social Media
- Extended Pastoral Care program
- Assemblies

- Staff Twilight Sessions – Pastoral focus
- Staff meetings
- Staff induction sessions
- Behaviour learning support process

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

Attempting to address specific problem behaviours will not be successful if the level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our college wide student behaviour support practices will be maintained at all times. This will ensure that:

- Our student behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the code of expected student behaviour in all aspects of college life
- All students have been or are being taught the specific routines for conducting themselves in accordance with the code of expected student behaviours
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff all areas of the college
- A high level of quality active supervision is a permanent staff routine. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the school.

The anti-bullying process consists of targeted age-appropriate responses which can be taught by all teachers in all classrooms to a college wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

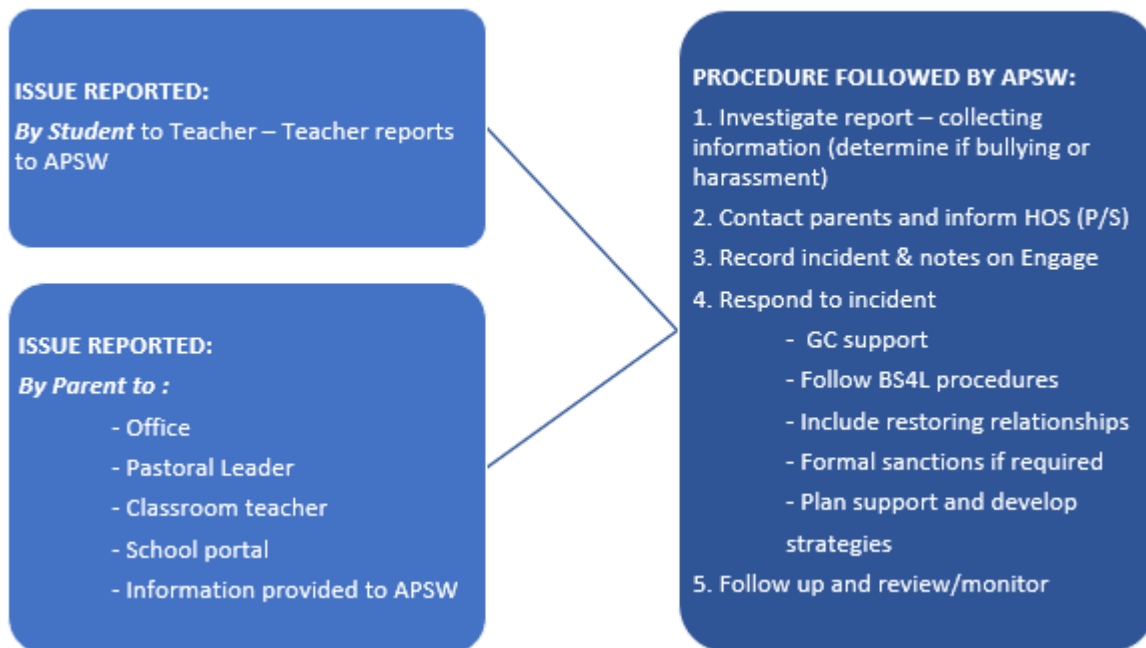
An initial introductory lesson is delivered, which teaches the ACT process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. This is followed by sequential lessons throughout the Pastoral Care program that focuses on teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Content for these lessons is developed from the ACARA social and personal capabilities, HPE curriculum and the BCE Religious Education curriculum.

The anti-bullying process at Emmaus College takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Emmaus College uses behavioural data for decision-making. This data is entered into Engage on a regular basis and can be recalled as summary reports at any time. This facility allows the college to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

### 3.0 Responding to Bullying, Harassment and Victimization

#### REPORTED HARASSMENT/BULLYING INCIDENT PROCEDURE



A comprehensive strategy is used at Emmaus College to address all reported incidents of harassment/victimisation and bullying. All repeated incidents of harassment/victimisation are reported to the Assistant Principal Student Wellbeing (P-6 or 7-12). Once reported, incidents of harassment/victimisation are investigated, aligned with evidenced-based practices that support all parties involved in the incident. The college's student protection and student behaviour support for learning processes will be enacted.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying, harassment or victimisation. If the incident does not meet the criteria for bullying, harassment or victimisation, 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.

#### 4.0 Preventing Bullying, Harassment and/or Victimization

Emmaus strives to provide a safe, supportive and inclusive school to prevent bullying, harassment and/or victimisation using the following strategies:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. School Captains and student leaders present information on a variety of topics including healthy relationships, bullying processes and the Emmaus Way.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Staff attend regular pastoral meetings led by Pastoral Leaders that focuses on targeted social and emotional wellbeing behaviours identified through data analysis and relevant to specific cohort.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. At the commencement of each year, all staff are provided with training to support processes and procedures for behaviour support for learning, including bullying, harassment and/or victimisation. Additional training relating to cyberbullying is conducted through professional development using the external provider, Eyes Open Social Media.
4. 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. Along with the strategies outlined in point 3 above, new and casual staff attend regular induction meetings to address bullying, harassment, victimisation and cyberbullying.
5. 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. Communication via the fortnightly newsletter includes current articles and research about bullying along with frequent reminders of reporting procedures for bullying incidents. The parent portal provides access to current BCE and Emmaus College bullying processes and policies.
6. Explicit promotion of social and emotional competencies among students. Student voice is advocated at Emmaus College through peer-led opportunities including the likes of Harmony day, "Bullying No Way" day and other social justice events.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

#### 4.1 Harassment and victimisation of students with disability

Under the Disability Standards for Education 2005, BCE schools must prevent harassment and victimisation of students with disability and respond appropriately to complaints submitted by a student with disability or their associate.

School employees must proactively prevent harassment and victimisation of students with disability or a student with an associate with a disability by following the school's Student Behaviour Support Plan and by implementing this procedure.

Instances of reported harassment and/or victimisation must be managed in the same way as a record of student bullying i.e., the instance is recorded in the Bullying and Harassment Register in Engage by a relevant, approved school employee.

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

Parents can report bullying to a staff member by contacting College Reception on 5547 9990.

Mrs Jane Egan - Principal

Mrs Lisa Atholwood - Head of Secondary

Ms Julie Rey - Head of Primary

Ms Adelaide Kibby - Assistant Principal Student Wellbeing 7-12

Mrs Helen-Jayne Shipman - Assistant Principal Student Wellbeing P-6

## 4.3 Cyberbullying

There are a great many benefits of being on-line, but there are risks. Parents and carers, along with schools and the government all have a role in ensuring children are protected online and that young people develop an online profile and digital reputation that is positive and professional. Cyberbullying is treated at Emmaus College with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students at Emmaus College are reminded to practice digital leadership and **THINK** before they post:

*T* – is it true?  
*H* – is it hurtful?  
*I* – is it illegal?  
*N* – is it necessary?  
*K* – is it kind?

Resources for parents, carers and students:

[www.esafety.gov.au](http://www.esafety.gov.au)

[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

Chatterbox is a useful resource for parents – it provides answers to most Frequently Asked Questions: <https://www.esafety.gov.au/education-resources/parent-resources/esafety-for-parents-cyberbullying>


The eSafety issues page, <https://www.esafety.gov.au/esafety-information/esafety-issues> provides young people with the essential information to support themselves or their friends, safely navigate their online world.

If you believe that an adult or child is being cyberbullied, advise them to:

- avoid retaliating or responding
- collect the evidence—keep mobile phone messages and print emails or social networking conversations – Government agencies will require evidence to act on a complaint
- block the bully and change the privacy settings of the social media service being used

- report the abuse to the social media service
- report the situation to any of the Student Protection Contacts at Emmaus College – Mrs Egan, Mrs Rey, Mrs Atholwood, Ms Kibby, Mrs Shipman, Mrs Williamson, Ms Wutzke or Ms Paten-Allison.

#### **4.4 Resources**

The [Australian Curriculum](#)  provides the framework for our College'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.

Additional resources:

- [Bullying. No Way!](#)
- [Office of the eSafety Commissioner](#)
- [Eyes Open Social Media](#)
- [Be You](#)
- [Headspace](#)
- [Reach Out](#)



## 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.

Wellbeing data, including behaviour data is examined and analysed to understand the reason behind the behaviour and look at trends in order to develop practices and plans to support student progress.

**All staff** engage in professional learning to build capacity in the implementation of PB4L (Calm Connected Classrooms):

- at the beginning of each school year
- at pastoral staff meetings
- at one twilight meeting per year.

TARGETED / PERSONALISED MEETINGS	MEETING FREQUENCY
APSW (P-6 / 7-12) and/or Guidance Counsellors	Daily
Student Wellbeing Leader (7-12), Early Years Leader, Junior Years Leader, and/or Guidance Counsellors	Daily
Pastoral Leaders (7-12) and/or Guidance Counsellors	Daily
Early Years, Junior Years, Middle Years and Senior Years teams	Twice per term
Student Support Team	Weekly
P-12 Pastoral Leaders team	Fortnightly
7-12 Pastoral Leaders team and Request for Support team (7-9/10-12)	Fortnightly
P-6 Middle Leaders team	Fortnightly
All Staff – Pastoral focus	Once per term

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## Relevant Brisbane Catholic Education Policies

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

## Appendix A - Behaviour

### Definitions Minor Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
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	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted, and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting a 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' 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>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>	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
<b>13</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>14</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>15</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>16</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>17</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>18</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

## Appendix B: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

## Appendix C: Emmaus College Student Behaviour Support Plan – Code of Expected Student Behaviour

Our P-12 college community has identified the following expectations to teach and promote the goal of formation of *right behaviour and respectful relationships*.

As learners:	We show responsibility and respect for self when we demonstrate these behaviours...	We show responsibility and respect for others when we demonstrate these behaviours...	We show responsibility and respect for Emmaus and community when we demonstrate these behaviours...
1. In classrooms/learning spaces	<ul style="list-style-type: none"> <li>∞ Be on time for class</li> <li>∞ Move in an orderly and safe manner</li> <li>∞ Have all necessary equipment for class (e.g. diary)</li> <li>∞ Follow classroom procedures</li> <li>∞ Follow directions</li> <li>∞ Complete homework &amp; assessment items</li> <li>∞ Use technology as directed (e.g. laptops)</li> <li>∞ Leave mobile phones/earpods locked in lockers ∞ Work to the best of your ability</li> </ul>	<ul style="list-style-type: none"> <li>∞ Let others get to class on time</li> <li>∞ When arriving after class has started – knock on the door and wait to be asked to enter</li> <li>∞ Follow teacher instructions</li> <li>∞ Stay on task</li> <li>∞ Listen when others speak</li> <li>∞ Speak politely (e.g. <i>speak to please not to tease</i>)</li> <li>∞ Respect others' point of view</li> <li>∞ Hand work in on due dates</li> <li>∞ Thank your teacher for the lesson</li> </ul>	<ul style="list-style-type: none"> <li>∞ Use resources wisely and appropriately</li> <li>∞ Report any damages/problems with facilities or equipment to the teacher</li> <li>∞ Return borrowed equipment/resources to the appropriate area</li> <li>∞ Ensure that the classroom/learning space is kept clean &amp; tidy</li> <li>∞ Respect the built environment</li> <li>∞ Report any harassment or bullying behaviour</li> </ul>
2. In the grounds	<ul style="list-style-type: none"> <li>∞ Take responsibility for litter – put rubbish in the bin</li> <li>∞ Move in an orderly and safe manner</li> <li>∞ Observe sun-safe procedures</li> <li>∞ Remain 'in bounds'</li> <li>∞ Use bag racks/ lockers appropriately</li> <li>∞ Use toilets at break times</li> </ul>	<ul style="list-style-type: none"> <li>∞ Eat in designated areas</li> <li>∞ Keep areas and facilities tidy – put rubbish in the bin</li> <li>∞ Keep lockers tidy and locked</li> <li>∞ Look after younger students</li> <li>∞ Treat others' property with respect</li> <li>∞ Return borrowed equipment (e.g. sports gear)</li> <li>∞ Behave in socially acceptable ways (e.g. respect privacy, acknowledge teachers, show visitors the way to the office)</li> <li>∞ Maintain hygiene standards</li> </ul>	<ul style="list-style-type: none"> <li>∞ Keep noise levels appropriate to the space</li> <li>∞ Walk on the paths</li> <li>∞ Keep areas tidy - place all rubbish in the bin</li> <li>∞ Respect all flora, fauna &amp; the built environment</li> <li>∞ Report any damages/problems with facilities to the nearest teacher or Student Reception</li> <li>∞ Report any harassment or bullying behaviour</li> </ul>
3. Oval/Courts	<ul style="list-style-type: none"> <li>∞ Use area with permission</li> <li>∞ Keep food &amp; drink off the playing area</li> <li>∞ Develop your skills</li> <li>∞ Play only if you are uninjured</li> <li>∞ Play safely and within the rules</li> <li>∞ Follow the sporting code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>∞ Use area with permission</li> <li>∞ Keep food &amp; drink off the playing area</li> <li>∞ Play cooperatively (e.g. take turns, share the space)</li> <li>∞ Play safely and within the rules</li> <li>∞ Follow the sporting code of conduct</li> <li>∞ Stop play for injuries</li> <li>∞ Return borrowed equipment</li> <li>∞ Follow teacher directions</li> </ul>	<ul style="list-style-type: none"> <li>∞ Play within the boundaries of the space</li> <li>∞ Keep areas clean</li> <li>∞ Keep playing surfaces safe &amp; free of obstacles (e.g. hat)</li> <li>∞ Stop play if facilities/equipment are damaged</li> <li>∞ Report all damages/problems with facilities to the nearest teacher or Student Reception</li> <li>∞ Report any harassment or bullying behaviour</li> </ul>
4. Breaks/Tuckshop	<ul style="list-style-type: none"> <li>∞ Ensure you eat and drink</li> <li>∞ Place orders for Tuckshop in the appropriate way</li> <li>∞ Use the toilet at the appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>∞ Wait in line and wait patiently for your turn</li> <li>∞ Follow staff directions</li> <li>∞ Have your own money ready</li> <li>∞ Use manners (e.g. please, thank you)</li> </ul>	<ul style="list-style-type: none"> <li>∞ Respect the Tuckshop facilities</li> <li>∞ Eat in designated areas</li> <li>∞ Keep areas tidy - place all rubbish in the bin</li> </ul>
5. Assembly/Liturg	<ul style="list-style-type: none"> <li>∞ Sit where directed</li> <li>∞ Enter into the spirit of the occasion</li> <li>∞ Sit appropriately and listen</li> <li>∞ Wear the appropriate uniform</li> </ul>	<ul style="list-style-type: none"> <li>∞ Move quietly and quickly to the designated area</li> <li>∞ Follow teacher/staff instructions</li> <li>∞ Listen to speakers</li> <li>∞ Participate with dignity</li> <li>∞ Applaud when invited and as appropriate (e.g. unless invited to by the presider, it is not appropriate to applaud during liturgy)</li> </ul>	<ul style="list-style-type: none"> <li>∞ Respect the formal nature of assembly/liturg</li> <li>∞ Keep food and drink in bags</li> <li>∞ Enter the sacred space with dignity</li> <li>∞ Carry yourself with pride when receiving awards</li> <li>∞ Take care when moving around equipment and sacred symbols</li> <li>∞ Move equipment carefully (e.g. chairs)</li> </ul>
6. Student Reception Areas	<ul style="list-style-type: none"> <li>∞ Update personal details ASAP</li> <li>∞ Enter the area calmly</li> <li>∞ Use break times to see teachers/college staff</li> </ul>	<ul style="list-style-type: none"> <li>∞ Follow all directions</li> <li>∞ Be courteous and respectful</li> <li>∞ Speak softly</li> </ul>	<ul style="list-style-type: none"> <li>∞ Leave food and drink outside</li> <li>∞ Sit quietly in designated area</li> </ul>
7. Excursions & Activities	<ul style="list-style-type: none"> <li>∞ Wear appropriate uniform</li> <li>∞ Follow teacher/staff instructions</li> <li>∞ Complete tasks and participate</li> <li>∞ Abide by the code of expected student behaviour</li> </ul>	<ul style="list-style-type: none"> <li>∞ Follow all safety guidelines</li> <li>∞ Follow all directions from staff/facilitators</li> <li>∞ Abide by all public transport rules/laws</li> <li>∞ Participate enthusiastically in activities</li> <li>∞ Thank those who have organised/facilitated the activity</li> </ul>	<ul style="list-style-type: none"> <li>∞ Act in a safe and responsible manner according to the environment and activity</li> <li>∞ Follow all directions from staff/facilitators</li> <li>∞ Abide by all public transport rules/law</li> <li>∞ Participate enthusiastically in activities</li> <li>∞ Thank those who have organised/facilitated the activity</li> </ul>
8. Entering or Leaving School	<ul style="list-style-type: none"> <li>∞ Wear uniform correctly</li> <li>∞ Travel safely on buses by following QLD Code of Transport</li> <li>∞ Ride with care and wear safety equipment (e.g. helmet)</li> <li>∞ Drive with care and park in designated areas</li> <li>∞ Observe sign-in procedures if arriving late</li> <li>∞ Observe sign-out procedures if leaving early</li> </ul>	<ul style="list-style-type: none"> <li>∞ Travel safely on buses by following QLD Code of Transport</li> <li>∞ Ride/Drive with care and park in designated areas</li> <li>∞ Walk bicycles and scooters in college grounds and through gates</li> <li>∞ Wait in the designated pick-up/drop-off zones</li> <li>∞ Go home as directed by parents/caregivers</li> </ul>	<ul style="list-style-type: none"> <li>∞ Walk on the paths provided</li> <li>∞ Travel safely on buses by following QLD Code of Transport</li> <li>∞ Look after younger students on the bus</li> <li>∞ Ride/Drive with care and park in designated areas</li> <li>∞ Walk bicycles and scooters in college grounds and through gates</li> <li>∞ Wait in the designated pick-up/drop-off zones</li> <li>∞ Wear uniform correctly</li> </ul>

## Appendices D: Emmaus College Student Behaviour Support Plan – Guide to Responding to Behaviours of Concern

At Emmaus College, we emphasise the importance of our pastoral approach to learning and teaching. It is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. Our expectations, as outlined in the Code of Expected Student Behaviour, identify the shared values and expectations of a Christ-centred school. The goal of formation of right behaviour and respectful relationships at our college is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation. The following guide outlines procedures for responding to student behaviours of concern.

<p>Classroom Teacher P-6 Pastoral Care Teacher 7-12</p>	<p><b>Behaviours of concern that should be managed at this level include:</b></p> <ul style="list-style-type: none"> <li>Uniform infringements – up to 3 infringements</li> <li>Late arrival to school or early leaving (sign note in student diary)</li> <li>Contacts from parents (non-critical)</li> <li>Minor inappropriate classroom behaviour (talking, off task behaviours)</li> </ul> <p><b>Suggested responses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact parent/phone call home</li> <li><input type="checkbox"/> Responsibility &amp; Respect Process               <ul style="list-style-type: none"> <li>P-6 behaviour Steps 1-5: Step 1/2 re-teach, Step 3 Time-out &amp; re-teach, Step 4 Responsible Thinking sheet in buddy classroom</li> <li>7-12 behaviour Responsibility &amp; Respect process/referral</li> </ul> </li> </ul>		<p><b>Behaviours of concern that should be managed at this level include:</b></p> <ul style="list-style-type: none"> <li>Uncompleted homework and assessment</li> <li>Uniform infringements</li> <li>Minor inappropriate classroom behaviour (talking, off task behaviour)</li> </ul> <p><b>Suggested responses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Homework: contact parent/note in diary – up to 3 infringements</li> <li><input type="checkbox"/> Detention at first break to complete work (up to 20 minutes)</li> <li><input type="checkbox"/> Assessment: letter home to parent (draft &amp; final due date)</li> <li><input type="checkbox"/> Referral to Academic Coordinator (7-12)</li> <li><input type="checkbox"/> Referral to Pastoral Coordinator or Counsellor</li> <li><input type="checkbox"/> P-6 behaviour: Responsibility &amp; Respect process – to Step 4</li> <li><input type="checkbox"/> 7-12 behaviour: Responsibility &amp; Respect process/referral</li> </ul>	<p>Classroom Teacher P-12</p>
<p>Pastoral Leader</p>	<p><b>Behaviours of concern that should be managed at this level by the Pastoral Leader include:</b></p> <ul style="list-style-type: none"> <li>Student welfare issues</li> <li>R &amp; R referrals (Year 7-12) two negative reports in a day or at the 5th negative report over time</li> <li>Harassment or Bullying – initial report</li> <li>Absence from lunchtime commitments</li> <li>Significant classroom/lunchtime disruptions (7-12)</li> </ul> <p><b>Suggested responses</b></p> <ul style="list-style-type: none"> <li>Escalation to SWL/APSW or referral to Counsellor</li> <li>Contact parents (7-12)               <ul style="list-style-type: none"> <li>phone @ 5th negative report</li> <li>letter @ 10th negative report</li> </ul> </li> <li><input type="checkbox"/> Daily monitoring @ 10th negative report (Level 1/2 Check in-Check out)</li> <li><input type="checkbox"/> Community Service or Detention – lunchtime/after school</li> <li><input type="checkbox"/> Chair round-table Student Success Team meeting</li> </ul>		<p><b>Behaviours of concern that should be managed at this level (Years 7-12) by the Learning and Teaching Leader include:</b></p> <ul style="list-style-type: none"> <li>Non-submission or incomplete assessment</li> <li>Unsafe uniforms for practical classes</li> <li>Cheating or plagiarism</li> <li>Questions about assessment or course validity</li> <li>Career counselling (with the Counsellor/VET Coordinator)</li> </ul> <p><b>Suggested responses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact parents – phone call</li> <li><input type="checkbox"/> Responsibility &amp; Respect process/referral</li> <li><input type="checkbox"/> Referral to Pastoral Leader</li> <li><input type="checkbox"/> Escalation to AP Curriculum and Teaching or HOS</li> </ul>	<p>Learning and Teaching Leader 7-12</p>
<p>Student Wellbeing Leader AP Student Wellbeing (P-6 / 7-12) HOS</p>	<p><b>Behaviours of concern that should be managed at this level by the Student Wellbeing Leader / Assistant Principal or HOS include:</b></p> <ul style="list-style-type: none"> <li>Escalated student welfare issues – including truancy</li> <li>Consistent R &amp; R referrals (7-12) / Step 5 (P-6)</li> <li>Escalated incidents of Harassment and Bullying</li> <li>Automatic referrals for significant/major disruptions to classroom learning</li> <li>Inappropriate behaviour in public (Bus travel, excursions, sporting events)</li> <li>Physical violence/property damage/theft</li> <li>Disrespect towards staff including; threats, verbal or physical abuse</li> </ul> <p><b>Suggested responses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notify parents via letter &amp; daily monitoring with AP/HOS (R &amp; R/Step 5)</li> <li><input type="checkbox"/> Community Service (after school)</li> <li><input type="checkbox"/> Time-out at school or out of school up to 2 days</li> <li><input type="checkbox"/> Suspension (up to 2 days) and referral to counsellor</li> <li><input type="checkbox"/> Escalation to Principal</li> </ul>		<p><b>Behaviours of concern that should be managed at this level by the Assistant Principal - Curriculum or HOS include:</b></p> <ul style="list-style-type: none"> <li>Counselling about subjects/learning pathway</li> <li>Change of subjects</li> <li>Special Consideration including assessment due date extensions</li> <li>Non-submission or incomplete assessment</li> <li>Escalated incidents of cheating or plagiarism</li> </ul> <p><b>Suggested responses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact parents</li> <li><input type="checkbox"/> Referral to VET Coordinator/Counsellor</li> <li><input type="checkbox"/> Responsibility &amp; Respect process/referral</li> <li><input type="checkbox"/> Escalation to Principal</li> </ul>	<p>Assistant Principal Curriculum &amp; Teaching  HOS</p>
<p>Principal or SLT (APSW) as delegated by the Principal</p>	<p><b>Behaviours of concern that should be managed at this level include:</b></p> <ul style="list-style-type: none"> <li>Child protection issues</li> <li>Substance abuse</li> <li>Critical incidents – including threats with weapons</li> </ul> <p><b>Suggested responses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> De-escalation or Suspension (3-10 days)</li> <li><input type="checkbox"/> Escalation to Police or BCE</li> <li><input type="checkbox"/> Exclusion (immediate 10 day suspension &amp; application for Exclusion)</li> </ul>		<p><b>Behaviours of concern that should be managed at this level include:</b></p> <ul style="list-style-type: none"> <li>Child protection issues</li> <li>Critical incidents</li> </ul> <p><b>Suggested responses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> De-escalation or Suspension (3-10 days)</li> <li><input type="checkbox"/> Escalation to Police or BCE</li> <li><input type="checkbox"/> Exclusion (immediate 10 day suspension &amp; application for Exclusion)</li> </ul>	<p>Principal or SLT (APSW) as delegated by the Principal</p>



