

Student Behaviour Support Plan



St Clare's
PRIMARY SCHOOL

Faith Hope Love Justice Compassion

ST CLARE'S PRIMARY SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

St Clare's Primary School is a master-planned Prep to Year 6 co-educational primary school, opened in 2017 to serve the families of the growing Yarrabilba community and surrounding suburbs.

It is part of a community of almost 150 Brisbane Catholic Education schools and colleges that offer high quality education steeped in a rich Catholic tradition. Our school is anchored by the values espoused by the Franciscan tradition and named after St Clare, who along with St Francis, was a founder of this influential order in the Catholic Church.

St Clare's Primary School's Student Behaviour Support Plan has been written in line with the *Brisbane Catholic Education Student Behaviour Support Policy* and the *Brisbane Catholic Education Student Behaviour Support Procedures*.

St Clare's Primary School Student Behaviour Support Plan is designed to facilitate high standards of learning engagement so that excellent learning and teaching in our school can be facilitated, and students can participate positively and productively within our school community.

School Mission and Vision - Teach Challenge Transform

The St Clare's Way - Connect. Learn. Thrive.

St Clare's Primary School

Mission, Vision and Values

MISSION	VISION
Welcome... inclusive of all Connectedness... to our faith, place and each other Growth... personal, spiritual and intellectual growth	In the tradition of St Clare and St Francis, our Catholic school will be a community that welcomes all and provides a strong sense of belonging and connectedness. St Clare's will be a place of partnerships for contemporary learning in a positive environment conducive to growth and wellbeing.

VALUES

Faith Justice Hope Love Compassion



Our School Context

St Clare's Primary School is committed to positive, proactive practices in the support of productive student behaviour. This is based on the belief that students at our school are in the foundational phase of a life-long journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity.

The goal of formation of right behaviour and respectful relationships at our school 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.

It is acknowledged that within a growing local community, 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. Adults in our community, staff, parents and carers, are committed to embrace the example of St Clare and St Francis and their witness to the gospel values of Faith, Love, Hope, Justice and Compassion.

We believe students learn best and experience growth when they have the confidence to embrace challenges in a safe and supportive learning environment that prioritises a strong sense of belonging and connectedness.

Our Student Behaviour Support Plan offers guidelines to support this growth, to enhance our safe school 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 and sanctions to deal with unproductive behaviour.

We trust that as partners in the education process with parents, carers and extended families that we will be able to support each other and to grow in wisdom as we share life as a community, ready to "*Live in the Light*" and shine!

Consultation and Review Process

The *St Clare's Primary School Student Behaviour Support Plan* has been developed and reviewed in collaboration and consultation with external stakeholders, senior leaders of Brisbane Catholic Education, staff, parent and student representatives of our school community.

System and school wide renewal processes from 2017-2024 and a review of school data relating to attendance, school disciplinary absences and behaviour incidents, and data from the 'Tell Them From Me' survey inform the annual consultation and review process.

The *St Clare's Primary School Student Behaviour Support Plan* is due for formal review in December 2026.

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.



What does success look like in the St Clare's Way?

Connect. Learn. Thrive.

Our moral imperative is to produce highly literate and numerate students who can be productive members of their community now and into the future and who are able to navigate life in a healthy way.

An education in the St Clare's way equates to success which enables choice of preferred future pathways.

As educators we implement effective learning and teaching strategies 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 St Clare's Primary School.

We believe that:

- All students can learn
- All students should have an opportunity to learn to live and to contribute as responsible members of their community, now and in the future
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts
- We value every child as a learner and understand that all children learn in different ways and at different rates.
- 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, carers and staff
- All students have the right to be treated with dignity

All phases of schooling at St Clare's Primary School are underpinned by Brisbane Catholic Education's Learning and Teaching Framework and The Alice Springs (Mparntwe) Declaration (2019).

The declaration promotes excellence and equity, and we support students to achieve high standards by providing structures and adjusted strategies that enable equitable learning experiences aligned with our moral imperative.

Our curriculum program is aligned with the ACARA Curriculum (v9) and designed to engage and cater for the individual needs of each student. We have a rich specialist and co-curricular program that includes Visual and Performing Arts, Physical Education, Spanish, STEM (Science, Technology, Engineering, Maths) and School Sport.

At St Clare's Primary School, students are provided with daily opportunities to learn and practice social skills. These opportunities are integrated into existing curriculum programs and classroom practices, aligned with the ACARA Curriculum (V9) specifically The General Capabilities of Personal and Social Competence. We understand that behaviour is learned, and therefore, productive learning behaviour can be taught using the same strategies employed for academic instruction. We emphasise professional, positive approaches that strengthen teacher-student relationships to enhance learning and wellbeing.

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

What is Positive Behaviour for Learning?

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

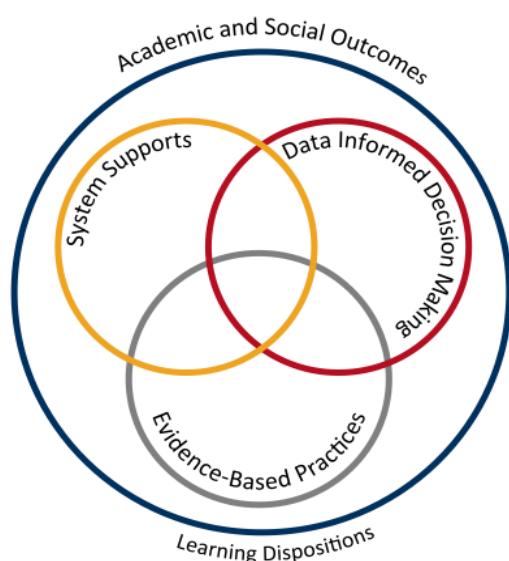


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

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

Tier 1 Universal Supports:

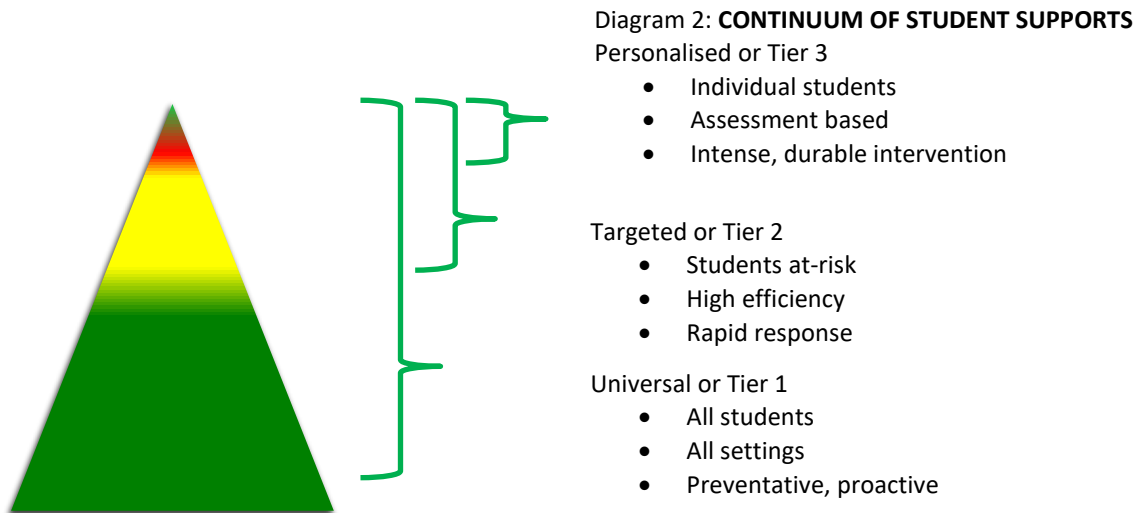
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

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

St Clare's Primary School uses five strategies, supported by current research, as effective approaches to promote positive behaviour and reduce unproductive behaviour.

- Social skills training – direct teaching of personal and interpersonal skills required for *right relationships*
- Academic and curricular restructuring – adapting curriculum experiences to meet student need
- Proactive management – clearly explaining the behavioural expectations students need to participate in the learning activity
- Individual behaviour interventions – to assist students who struggle (from time to time) in being able to easily adapt to behavioural expectations
- Providing information to parents/carers about access to positive parenting education and support

Student behaviour support is the responsibility of every member of the school community. A partnership and shared responsibility among staff, students, and family members is an integral feature of pastoral care. There are many resources within our school and the wider community for student support, including parents and carers, teachers, school officers and support staff, Guidance Counsellors, parish groups, family support services, and respite care, interagency health services and alternative education settings.

All staff at St Clare's Primary School participate in Student Behaviour Support professional development in terms of familiarisation with school policy, processes

and procedures aligned with PB4L, skill development within these processes and the philosophical approach to behaviour support.

Professional development opportunities include but are not limited to:

- The St Clare's Way
- Levels of Teaching Response
- Staff professional learning (fortnightly) that focus on pastoral approaches to teaching and learning for wellbeing, in alignment with our moral imperative
- The St Clare's Way – Universal Student Behaviour Support – *CLARE values and expectations and the Informed Decision-Making Process*
- Annual Plan and Explicit Improvement Agenda
- Strategic Renewal Processes
- UR Strong 101 – Friendology as a universal support
- Catholic Education Archdiocese of Brisbane Employee Code of Conduct
- Brisbane Catholic Education's Student Protection Policy and Reporting Processes

At St Clare's Primary School staff members authorised to issue consequences for unexpected and unproductive learning behaviours are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to these types of behaviours across the school.

The effectiveness of student behaviour support at St Clare's is directly related to structural and organisational arrangements. 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 St Clare's.

Our Student Behaviour Support leadership structures are tiered aligned with the continuum of student supports.

Universal or Tier 1

- Classroom teacher(s)
- Classroom school officer(s)
- Student Behaviour Support Officer
- Administration Support Officer(s)

Targeted or Tier 2

- Assistant Principal Student Wellbeing
- Assistant Principal Religious Education
- Support Teacher Inclusive Education
- Guidance Counsellor

Personalised or Tier 3

- Assistant Principal Learning and Teaching (Chair: TLRT)
- Principal
- BCEO staff (e.g. Education Officers; Senior Leader)
- External agencies (e.g. QLD Health; Family Child & Connect)

St Clare's Teaching Learning Response Team (TLRT) meets weekly to review Engage Student Support System Data (student learning & behaviour data) to develop personalised support plans for identified students and consists of the following school-based staff:

- Assistant Principal Learning and Teaching (Chair)
- Assistant Principal Student Wellbeing
- Guidance Officer(s)
- Support Teacher(s) Inclusive Education
- Speech Pathologist(s)

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations: *At St Clare's we are Calm Learners who Act Safely, show Respect; and Encourage Others.*

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.



At
St Clare's
WE are...

<u>Calm</u>	• Listen to others • Use a calm voice • Share with others
<u>Learners</u>	• Seek feedback • Ask questions • Be organised
who <u>Act Safely,</u>	• Keep hands and feet to ourselves • Walk in the classroom • Ask permission to leave the classroom
show <u>Respect</u>	• Care for the classroom and resources • Respect others' opinions and differences
and <u>Encourage Others</u>	• Use positive words • Are kind on Purpose

A

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with

curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation day
- During the weekly designated Health curriculum program which includes UR Strong / Friendology 101 or other explicit teaching times,
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

The encouragement of positive behaviours and dispositions underpins all general capabilities in the Australian Curriculum. Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning, developing effective life skills for students, including understanding and handling themselves, their relationships, learning and work.

Schools have strong positive results when staff:

- Teach = Explicit teaching and re-teaching of expected behaviours
- Remind = Regularly remind students of behaviours, procedures, routines
- Supervise = Monitor student engagement and participation in all settings
- Feedback = Provide feedback to move learning forward

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system

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

The encouragement strategies in place for school and classroom include:

Class Positives	Teachers use various positive tools such as dojo points, ticks, tally marks etc to promote the prosocial and expected learning behaviours. Ten class positives equal 1 Clare Card.
CLARE Cards	Students receive CLARE Cards for demonstrating the school's expected behaviours, consistently, whilst productively engaging in their learning. Awards are presented at our fortnightly whole school assembly. 5 CLARE Cards = Bronze Award & ice block 10 CLARE Cards = Silver Award & wristband 20 CLARE Cards = Gold Award & lunch with Leadership Team
Playground Champions	Raffle tickets are given to students demonstrating the school's expectations whilst on the playground during play and transition times. These tickets go into a draw. Winners of the raffle are announced at our whole school assembly. Winning students receive an ice block.
Student of the Week Awards	Two students from each class are presented with a student of the week award at our fortnightly whole school assembly.
Friendship Ninja	In line with our Universal Tier One Program – UR Strong Friendology 101 – Year 6 Playground 'Friend-o-leaders' will hand out 'Friendship Ninja' tickets to students who have successfully navigated one or more parts of the 'Friend-o-cycle' during playtime. These certificates and prizes will be awarded at our fortnightly whole school assembly.
St Clare's Kind Kid	In line with the 2026 mission to be 'Kind on Purpose' St Clare's Student Voice Committee members will actively promote this value by identifying students at playtime. Students will collect tickets and go into the draw each fortnight to win a prize.



CLARE CARDS and AWARDS



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.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Guidance Counsellor support services
- Teaching Learning Response Team (TLRT)
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with external support agencies and specialists e.g. QLD Health Sunshine Circles

4. Feedforward: Responding to Unproductive Behaviours

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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

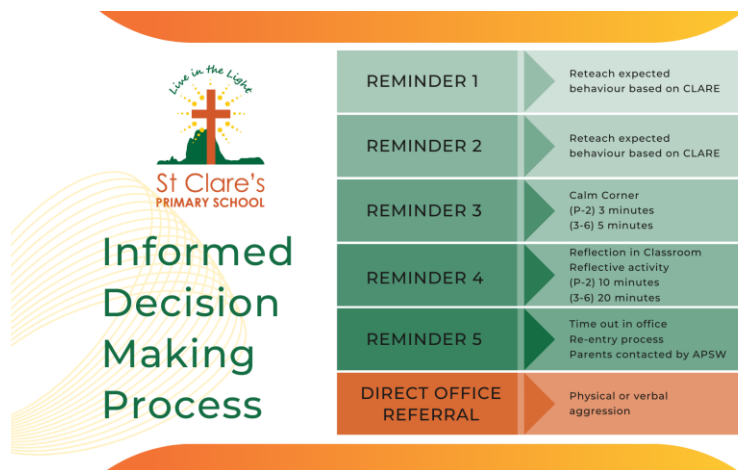
Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom	Teacher – student conversation Work it out together plan – teacher and student	Student contributes back to the class or school community Restorative conversation

Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher – student – parent meeting Teacher – student – leadership conversation	Restorative conference
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In addition, de-escalation and support strategies include following our Informed Decision-Making Process.



5. BCE Formal Sanctions

The formal sanctions applied at St Clare's Primary School align with BCE procedures for formal sanctions:

- are just and reasonable and convey a sense of forgiveness
- encompass a range of options that are related to the misdemeanour
- are supportive and enforceable
- contribute to the development of justice in the school
- foster responsibility for actions
- focus on restorative practices.

The formal sanctions applied at St Clare's Primary School 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 only imposed when all other reasonable steps to deal with the situation 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 St Clare's Primary School through the Brisbane Catholic Education's ***Student Behaviour Support Policy*** are:

- Detention
- Suspension
- Exclusion

Detention Process at St Clare's School:

The principal of St Clare's 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 an Assistant Principal, Primary Learning Leader or teaching staff.

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 St Clare's Primary School is not related to formal detention centres / systems. The opportunity exists during a detention to use that time to:

- repair relationships
- use restorative practices
- make plans for appropriate behaviour, and
- rehearse alternative behaviours.

The processes associated with detention are also used in this document to refer to other legitimate school practices such as the *Informed Decision-Making Process (Reminder 5 or Direct Office Referral)* so that they have a consequential rather than punitive nature. The P-6 *Informed Decision-Making Process* utilised at St Clare's Primary School is outlined in the diagram on page 12.

A detention should be constructive and age appropriate. It can signal to a student that their inappropriate or unproductive behaviour will be met with an immediate consequence. Detentions can be used as a deterrent to problem behaviour or may also be used to provide short term relief to the teacher and other students being impacted by the inappropriate or unproductive 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 another classroom, referral to the *Reset Room*, or referral to the office of a member of the leadership team.

The detention itself is age-appropriate, and the student is adequately supervised by a member of 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 specific needs).

During the detention:

- the student's safety and welfare needs are addressed - the student is given appropriate access to food, access to drink facilities and access to toileting facilities
- the space used should not be regarded as a punitive environment
- the interaction between a student and the supervising staff member should be emotionally neutral; the aim should be for the student to devise a plan that negotiates readmission to class.
- the student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way

At a more serious level, 'detention' from the classroom may be a form of 'in school suspension' under the supervision of a member of the leadership team or delegated staff member.

The Assistant Principal Student Wellbeing (APSW) ensures that a residential parent and/or carer is notified verbally of the detention aligned with the *Informed Decision-Making Process – Reminder 5 / Direct Office Referral*.

The Assistant Principal Student Wellbeing (APSW) ensures that details and data pertaining to the detention are recorded in the Engage Student Support System.

Suspension Process at St Clare's School:

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 also delegates the authority to suspend to members of the school's senior leadership team such as the Assistant Principal Student Wellbeing, Assistant Principal Learning & Teaching or Assistant Principal Religious Education.

Initial notification of suspension takes place via phone to the parent/legal guardian and an agreement is reached about the arrangements for collection of the student from the school.

Notification is also provided in writing to the parent/legal guardian as soon as practical and within a reasonable time.

While a student is suspended from school (out-of-school suspension), the parent/legal guardian has responsibility for the supervision of their child. To maintain continuity of learning and reengagement into the school, in consultation with the parent, St Clare's School will provide appropriate work for the student while on suspension.

A discussion with the parent is a required part of the suspension and return to school process, and it is expected that a parent/legal guardian and student will participate. This meeting is usually scheduled before the student returns to school.

All meeting notes and actions taken are recorded in the Engage Student Support System Suspension Register.

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

- 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
- By mutually agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program.

Suspension may occur if decided by the school Principal after:

- other appropriate and available student support strategies and response options have been considered
- appropriate support personnel, both within the school and externally, are involved
- reasonable steps have been taken to ensure that discussion appropriate to the circumstances, has occurred with the student and/or parent/caregiver regarding the unproductive behaviour which led to the suspension.

Why would a student be *suspended*?

A Principal may suspend a student for:

- persistent non-compliance: students, who in their relationships with employees and/or others in the community, are persistently disobedient, disrespectful or engage in verbal, physical or online harassment and abuse

- persistent disruption: students who persistently disrupt and prevent the learning and teaching of other students
- serious breach of the school Student Behaviour Support Plan
- possession of alcohol or a suspected illegal drug
- violence or threat of serious physical violence
- concerning or serious sexual behaviour
- possession of a weapon or knife
- verbal abuse.

What is the purpose of *suspension*?

Suspension is imposed as a disciplinary measure and in some cases is implemented ensure the safety of the student, other students, and employees. 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 school, 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 unacceptable 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.

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 school grounds for any reason during the period of suspension without the permission of the principal) the Principal will inform the Senior Leader – School Progress and Performance
- Parents/caregivers are required to attend a re-entry meeting with a member of the school senior leadership team. Students will be required to attend this meeting with their parents/caregiver before their re-admission to St Clare's School.

What happens is the re-entry meeting?

As part of the return to school process, a member of the senior leadership team will convene a re-entry meeting with the student and the parent/caregivers to discuss

the basis of maximising successful reintegration into the school before the student's return to the school.

Usually, the re-entry meeting will take place at the school. In extenuating circumstances and at the discretion of the principal, this meeting may take place over the phone.

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 school, 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 school.
- If, despite the school's requests, parents/caregivers are unwilling to attend a re-entry meeting, the principal will 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. The Head of School Progress and Performance may then consider commencing proceedings for exclusion.

Exclusion Process at St Clare's School:

Exclusion is the most significant formal sanction and is only considered if there are no other reasonable actions available to respond to the student's behaviour.

A decision to enact this procedure is taken seriously and only made after all other reasonable options and interventions have been implemented, documented and determined to be ineffective. This may include but is not limited to:

- Managing Challenging Behaviour procedure
- Implementation and review of personalised plans e.g. Personalised Learning Plan, Behaviour Support Plan, Crisis Management Plan, Individual Curriculum Plan
- Risk Assessment and mitigation strategies.

When would exclusion be considered?

The grounds for exclusion from a BCE school may include:

- persistent disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff
- if suspension of the student does not adequately address the disobedience, misbehaviour, conduct or risk

- the student has been convicted of an offence the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

Conduct may be a ground for exclusion even if the conduct does not happen on school premises or during school hours.

One-off serious incidents and/or police matters may result in consideration of exclusion.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Head of School Performance has specifically prohibited the student from attending all BCE schools which will be communicated to the parent/legal guardian (and/or student as appropriate).

A decision to exclude a student from a school will be made by the Head of School Performance on recommendation from the Principal, through the Senior Leader School Performance.

Students and the parent/legal guardian have a right to know of the processes involved in exclusion, including the right to Appeal, as well as of the parent/legal guardian's right to cancel the student's enrolment at the school.

Appeals Process

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

6. Bullying and Cyberbullying – information, prevention, and school responses

This section of our School Student Behaviour Support Plan describes our approach to positive, proactive practices in support of student behaviour and wellbeing in relation

to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Bullying behaviour can be:

- verbal (name calling, teasing, abuse, putdowns, sarcasm, insults, threats)
- physical (hitting, punching, kicking, scratching, tripping, spitting)
- social (ignoring, excluding, ostracising, alienating, making inappropriate gestures)
- psychological (spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones).

Conflict or fights between equals and single incidents are not defined as bullying.

Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

1. Understanding Bullying and Harassment

At St Clare's School, students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation and victimisation. Diversity is valued and all members of the school community should feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing.

2. Teaching about Bullying and Harassment

Teachers use the approved curriculum (ACARA, including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy respectful relationships and positive behaviours in relation to bullying and harassing behaviours.

The [Australian Curriculum](#)  provides the framework for our school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

St Clare's also uses a universal – Tier 1 Education Program, the UR Strong Friendology 101 program which is delivered by classroom teachers and specialist staff through the health strand of the Curriculum. This program provides the school with a consistent whole-school approach using consistent language and a skills-based approach to interpersonal skills and conflict resolution that is age and stage appropriate.

3. Responding to Bullying and Harassment

All staff must take all reports of bullying and harassment, including cyberbullying, 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 aligned with student protection processes (e.g. Principal, APSW, APL&T, Guidance Counsellor). Always maintain confidentiality and privacy.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Planning for the Prevention of Bullying and Harassment

St Clare's School works toward establishing a safe, supportive and inclusive school to prevent bullying and harassment. The following activities support and assist:

Student assemblies and classroom displays: expectations about appropriate and productive student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Students are taught to 'Recognise, React and Report' unsafe situations and experiences. Student protection posters identifying this process and the staff who are trained to help are displayed in all classrooms and learning spaces throughout the school. Student Leaders create role plays and/or videos that advocate respectful relationships, and positive behaviours are presented to all students.

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 competencies and discourage, prevent, identify, and respond effectively to student bullying behaviour e.g. Student Protection Processes; Professional development in the UR Strong Friendology 101 program.

School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying by following school processes e.g. the Informed Decision-Making Process to report this behaviour to the APSW and other members of the school leadership team.

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through onboarding processes and shared planning documents include the school process and steps to be taken to 'recognise, react, report.'

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. Enrolment processes, Parent Code of Conduct, Parent Information Handbook, our

school website, fortnightly newsletters and access to the parent resources in the UR Strong Friendology 101 platform, support information sharing and the ongoing education of parents and carers.

Whole school programs to prevent and address bullying are selected using the *Be You Programs Directory* and *STEPS* – to ensure that appropriate and evidence-based anti-bullying programs are implemented.

Cyberbullying

Cyberbullying is treated at St Clare's School with the same level of seriousness as direct bullying. Section 3 above outlines the steps staff take when an incident is reported.

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.

Key contacts for students and parents to report bullying

Contact St Clare's School Reception on 5549 8000 to report bullying to any of our Student Protection Contacts:

Principal – Liesl Profke

Assistant Principal Student Wellbeing – Melissa Crowden

Assistant Principal Learning and Teaching – Mariana Santos

Guidance Counsellor – Jessica Young

Guidance Counsellor – Nicola Chapman

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.

The Progress and Performance Team (consisting of learning and teaching instructional coaches and senior leadership) and the Teaching and Learning Response Team (consisting of the ST: IE's, School Based Speech Pathologists, Guidance Counsellors and Leadership) meet regularly to analyse universal school data, revise appropriate supports and/or plans in place and provide timely and responsive feedback to staff.

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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

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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with

	Descriptor	Definition	Example
			materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leave class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid

	Descriptor	Definition	Example
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out using a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period