



Xavier Catholic College School Student Behaviour Support Plan



Contents

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN.....	3
School Mission and Vision - Teach Challenge Transform	3
Xavier Catholic College Vision Statement.....	3
Xavier Catholic College Mission Statement	3
Our School Context	3
Consultation and Review Process	4
Section A: Our Student Behaviour Support Systems	4
1. Our Beliefs and Common Philosophy about Learning and Teaching	4
2. Our Systems Approach - Positive Behaviour for Learning (PB4L).....	5
3. Student Behaviour Support Leadership & Professional Learning for School/College staff	7
Section B: Our Student Behaviour Support Practices.....	8
1. Clarity: Our Expectations	8
2. Focus: Teaching Expected behaviour.....	9
3. Feedback: Encouraging Productive Behaviours for learning	9
4. Feedforward: Responding to Unproductive Behaviours	11
5. BCE Formal Sanctions.....	12
6. Bullying and Cyberbullying – information, prevention, and school/college responses ..	15
Key contacts for students and parents to report bullying.....	19
Section C: Our Student Behaviour Support Data.....	20
References	21
Relevant Brisbane Catholic Education Policies	21
Appendix A: Sail Definition	23
Appendix B - Behaviour Definitions	26

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

We value G.R.A.C.E:

- **Gratitude:** Our school appreciates the gifts of God's grace that come to us each day and offers thanks to others and to God for these blessings.
- **Respect:** Our school recognises that respect is the basis of all relationships and seeks to work in an atmosphere of mutual trust where everyone's contribution is valued.
- **Acceptance:** Our school welcomes difference and accepts each person for who they are, appreciating the uniqueness of their feelings, thoughts, opinions, and identity.
- **Compassion:** Our school stands in solidarity with all who suffer, offering comfort and support with an attitude of joyful service.
- **Education:** Our school is a community of learners where the quest for knowledge and truth, enlightened by faith, is desired by all.

Xavier Catholic College Vision Statement

To provide an exceptional Catholic education in the Ignatian tradition which encourages all to strive for their personal best and aspire to make a difference to the world.

Xavier Catholic College Mission Statement

We believe in a liberating education founded upon the principles of excellence and equity.

We seek to be an inclusive community that welcomes each person with profound respect.

We encourage all to be 'people for others' who are dedicated to seeking justice and peace.

We commit to living by the values of the gospel and the example of Saint Francis Xavier.

Our School Context

Xavier Catholic College is situated in the seaside community of Hervey Bay, approximately three and a half hours north of Brisbane. There exists a large Catholic Primary School at Star of the Sea [P – 6] of around 400 students. The school is in the Northern suburbs of Hervey Bay along the Pialba Burrum Heads Road.

Xavier Catholic College opened in 2003 with 90 students in Year 8. In this short time Xavier has grown to a K-12 facility with over 1200 students enrolled. The school is well recognised throughout Wide Bay for its outstanding achievements across key areas of Academia, Vocational Education, Cultural activities, and Sporting participation.

Xavier Catholic College is a Jesuit Companion school owned and administered by Brisbane Catholic Education. The College takes its name from St Francis Xavier, a Jesuit priest who evangelised Asia and the Pacific. Xavier College is a member of a world-wide network of over 2000 Jesuit Universities and Schools.

Consultation and Review Process

In 2022 Xavier Catholic College redeveloped our Behaviour Support and Management Plans. Consultation with the school community including parents, carers, students, and staff was important and will always be part of our process. The policy was developed and ready for implementation in 2023 Term 2. Consultation occurs regularly and the policy is updated yearly (Term 2) to reflect the needs of our students and the updating of Brisbane Catholic Education policies. This plan is endorsed by the principal, the school board and the Senior Leader Program and Performance annually.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

At Xavier Catholic College, we believe that learning behaviour is promoted through teaching and as such our Student Behaviour Support Plan (SBSP) is considered an integral part of all learning and teaching experiences. Securing effective learning behaviour is supported by the whole college and classroom learning and teaching practices. These behaviours are not restricted solely to the classroom environment.

We also recognise that parents are the prime educators of their children. At Xavier Catholic College we will work closely with parents and caregivers in the education and development of children.

Therefore, the following are the foundations for the College's approach:

1. Our Student Behaviour Support Policy will be informed by Brisbane Catholic Education guidelines, Queensland College of Teachers Policy and recommended procedures.
2. All members of our School Community have rights, which need to be respected and responsibilities, which need to be enacted. We have specific practices, rules and procedures which promote these rights and responsibilities.
3. All rules and practices at Xavier Catholic College should be:
 - a. Fair and just;
 - b. Purposeful and effective;
 - c. Clear and concise;
 - d. Regularly communicated, modelled and reviewed;
 - e. Used consistently;
 - f. Linked with logical consequences;
 - g. exclusive of corporal punishment
4. Practices, rules and processes will be developed collaboratively through the College's Pastoral Team;
5. Staff will be provided with access to quality professional development/learning; regarding student welfare and wellbeing;
6. Our school community will work in a collaborative manner to cater for the needs of our students and other stake holders;
7. Monitoring and review of school practices, policies, plans and procedures will be conducted.

8. In 2023 the College has been further developing their Staff and Student Wellbeing programs using the work of Martin Seligman (Positive Psychology) and PERMA+ Education.

As part of our commitment to wellbeing, our Principal, Heads of School, Assistant Principal Wellbeing, and our Deans of Pastoral Care are currently researching best practice in Wellbeing. In 2021 the College became a member of Positive Education Schools Australia (PESA). In 2023 the following courses have been completed (Table will be updated when professional learning is completed).

Date	Facilitator	Program
14/11/22	Professional Reading – Luke McKenna’s	Making Wellbeing Practical Making Wellbeing Practical unpacks the research about wellbeing and the six elements of PERMA in a way that resonates with educators. It provides a practical toolkit of wellbeing practices and strategies which can be implement in a school or personal context.
21/02/23	PESA	From Wellbeing Education to Wellbeing Literacy Dr Lindsay G. Oades PHD Professor of Wellbeing Melbourne Graduate School of Education, University of Melbourne.
28/02/23	PESA	Effective Strategies to re-build staff wellbeing and moral using Positive Education
07/03/23	PESA	Positive Psychology Coaching: Building High Quality Connections & Creating a Sustainable Wellbeing Culture, Presented by Dr Suzy Green, The Positivity Institute

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.

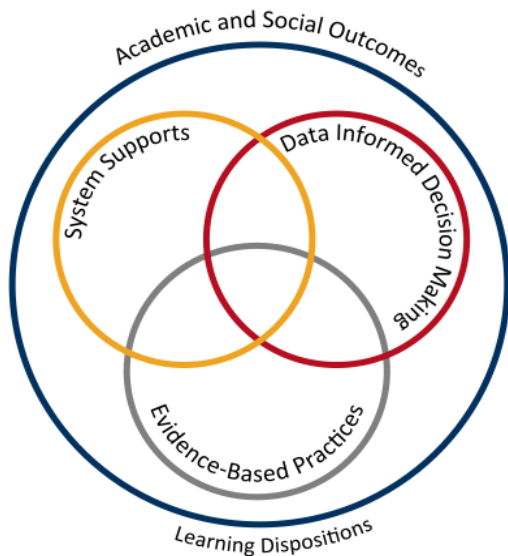


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

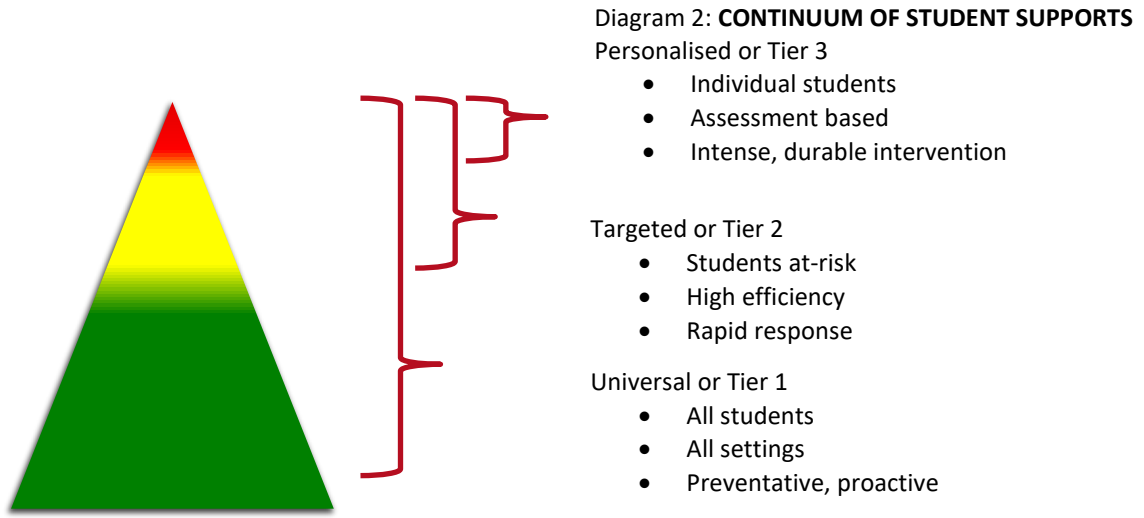
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

In our Primary school our team meet fortnightly to discuss students of Concern. This team consists of Head of Primary, Assistant Principal Administration, Guidance Counsellor, and STIES. The Guidance Counsellor facilitates the meeting with meeting notes recorded on the College portal. Decisions are made on the support required, Professional Development and actions required.

The Primary Admin team meet weekly. This team consists of the Head of Primary, Assistant Principal Administration, Assistant Principal Religion, Primary Learning Leader, Primary Guidance Counsellor, and STIES. Head of Primary facilitates the meeting with all minutes recorded and saved on the College portal.

Head of School, Assistant Principal Wellbeing supported by House Deans meet fortnightly and discuss student supports. Meeting agenda and minutes are in Pastoral Care Teams Page. Engage data is analysed to see where supports are most needed.

Student at risk meeting with Guidance Counsellor, Head of School, Assistant Principal Wellbeing, Support Teacher Inclusive Education meet fortnightly

In Secondary, each House Dean is responsible for a Year Level (i.e., Year 7, Year 8, Year 9, Year 10 & Year 11 & 12).

All secondary teachers were allocated time in 2022 during Twilights and staff meetings to complete Professional Learning on Positive Behaviour for Learning in iLearn. Discussion was held around implementation and what good teaching looks like at Xavier Catholic College. The College has a cooperate membership to PESA (Positive Education Schools Australia).

P-12 weekly meeting with Dean of Inclusive Education, the Support Teachers of Inclusive Education and both School Guidance Counsellors meet to discuss Student Supports for the College. **Agenda and minutes are kept on College Portal.**

Our college is re-writing our framework for Positive Psychology and Wellbeing Framework using current research including work from Seligman, Green and Biswas-Diener.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:

- We are safe
- We act responsibly
- We Interact Respectfully
- We love to learn

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 XAVIER CATHOLIC COLLEGE :



XAVIER CATHOLIC COLLEGE		P - 6 BEHAVIOUR EXPECTATIONS							
	CLASSROOM	PLAYGROUND	EATING TIME	BEFORE / AFTER SCHOOL	TOILETS	SPECIAL EVENTS / EXCURSIONS	CHECK / LITURGICAL ASSEMBLIES	ONLINE	
S WE ARE SAFE	<ul style="list-style-type: none"> • Hands and feet to self • Walk • Use equipment correctly • Follow instructions 	<ul style="list-style-type: none"> • Hands and feet to self • Wear a hat • Play in correct areas • Use equipment correctly • Follow rules • Report danger 	<ul style="list-style-type: none"> • Hands and feet to self • Sit while eating • Eat your own food • Follow instructions 	<ul style="list-style-type: none"> • Hands and feet to self • Walk • Be in right place, right time • Use path and crossing • Wear hat if on outside play 	<ul style="list-style-type: none"> • Hands and feet to self • Walk • In. Do. Wash Hands, Out. 	<ul style="list-style-type: none"> • Hands and feet to self • Walk • Follow instructions • Wear hat when needed 	<ul style="list-style-type: none"> • Hands and feet to self • Walk • Enter and exit calmly and quietly • Follow instructions 	<ul style="list-style-type: none"> • Follow teacher instructions • Keep passwords and personal information private • Report inappropriate sites or messages 	
A ACT RESPONSIBLY	<ul style="list-style-type: none"> • Make good choices • Care for belongings and equipment • Be organised • Use an appropriate voice level 	<ul style="list-style-type: none"> • Care for equipment • Follow teacher instructions • Respond promptly to bells 	<ul style="list-style-type: none"> • Put lunchboxes away • Clean up eating area • Wait for permission to move 	<ul style="list-style-type: none"> • Follow teacher instructions • Care for own belongings • Care for school equipment 	<ul style="list-style-type: none"> • In. Do. Wash Hands, Out. • Report problems 	<ul style="list-style-type: none"> • Represent Xavier College with pride • Follow leader instructions 	<ul style="list-style-type: none"> • Listen politely • Be still when required 	<ul style="list-style-type: none"> • Stay on directed task or site • Care for equipment • Keep school devices in bags before and after school, including on bus 	
I INTERACT RESPECTFULLY	<ul style="list-style-type: none"> • Listen to others • Take turns speaking • Use appropriate manners • Work as a team 	<ul style="list-style-type: none"> • Play fairly • Take turns • Share • Include and encourage others 	<ul style="list-style-type: none"> • Use manners • Use inside talking voices 	<ul style="list-style-type: none"> • Use appropriate belongings • Play fairly 	<ul style="list-style-type: none"> • Respect others' privacy 	<ul style="list-style-type: none"> • Listen to others • Use appropriate manners • Respect equipment • Respect rules of places visited 	<ul style="list-style-type: none"> • Be a good role model to others • Use appropriate manners 	<ul style="list-style-type: none"> • Use positive and appropriate language and symbols • Share resources 	
L LOVE TO LEARN	<ul style="list-style-type: none"> • Try your best • Encourage others • Stay on task • Participate • Challenge yourself 	<ul style="list-style-type: none"> • Participate • Be a good sport 	<ul style="list-style-type: none"> • Make healthy food choices 	<ul style="list-style-type: none"> • Be on time to class 	<ul style="list-style-type: none"> • Return to class quickly and quietly 	<ul style="list-style-type: none"> • Participate and try new things 	<ul style="list-style-type: none"> • Actively watch and engage with experience 	<ul style="list-style-type: none"> • Use technology for learning 	

See **Appendix A** for further information.

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 using our SAIL and G.R.A.C.E.
- Explicit instruction in first weeks of SAIL and G.R.A.C.E
- House Assembly weekly
- Year level timetabled Personal and Social Development lessons weekly/fortnightly
- Pastoral Care morning meetings
- P – 6 Assembly re-enforcement of expectations
- Year 6 ‘Prep buddy and Leadership programs’ used to demonstrate expected behaviours both in and outside the classrooms.
- Specific support timetables where appropriate.
- P-12 new students allocated buddy for support in the early days.
- Principals Afternoon Tea – acknowledging students who regularly demonstrate SAIL and GRACE.
- VIP awards nominated and drawn at P-6 Assembly to acknowledge students who have exemplified the SAIL rules.
- XCC Excellence awards given at P-6 Assembly.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
SAIL Awards in the Primary School	Class encouragers
Daily VIP Nominations	Class encouragers
P- 6 Calm Corners	Class encouragers
P – 6 Green Reset card	Class encouragers

Positive Post Cards	Class encouragers
Principal's Afternoon Tea Awards	Class encouragers
Student Voice & Agency	Year level

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 Cubby – Students struggling socially in the playground are encouraged to attend Cubby at first break. This occurs in the OSCH and students are supported in a small group while explicitly being taught sharing, turn taking and playing with others.
- Zones of Regulation- The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development
- 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:

- Prevent, Teach, Reinforce/Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan/modified timetable
- Student of Concern meetings
- Red flag process (primary) identified high level support required for individual students
- 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 including CYMHS/local psychologist /Headspace
- The Check and Connect Mentoring Program – (Christenson et al, 2012).
- Potential removal of a student from a classroom. This would only occur in circumstances and at the direction of the Head of School/Assistant Principal/Dean of Pastoral Care where the learning/wellbeing of other students are at risk. This would be part of an individual Behaviour Plan for a student.

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 B**.

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:

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom/Manresa Time out process (green card primary) Supervised calm time in a safe space outside of the classroom (designated space) Agreed limits Individual crisis support and management plan	Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

In addition, de-escalation crisis prevention and support strategies in our secondary may include support from our pastoral care staff in our Wellbeing/Flourish Hub (with a view to an Equity Hub) where there is access to our Guidance Counsellor - Secondary.

In 2023 a flowchart will be developed in line with our philosophy.

5. BCE Formal Sanctions

At Xavier Catholic College, we believe in the holistic growth of the child supported by practices of wellbeing to achieve improved learning outcomes. Effective student wellbeing practices at school can have positive impacts for life. At Xavier we take seriously the wellbeing of all students and have the following procedures in place to support student wellbeing.

- Support (Detention) process** Support processes at Xavier can be used as a deterrent to unproductive behaviours by indicating to the student the consequences of such behaviour and also how we as a school can support students to behave in a way becoming of a Xavier student. A detention (support session) may be used immediately during the school day by a class teacher or school leader to respond to an incident of unproductive behaviour. A detention may also be nominated to take place the following day or later time.

During the support session with Pastoral Staff, staff will work with students to:

- Repair relationships
- Apply restorative practices
- Make plans for appropriate behaviour
- Completion of classwork
- Rehearse alternative behaviours.

Detentions may be used during school hours when students are present at Xavier. After school detention is only to be used as a last resort.

Duty of Care

We have a duty of care to our students, including that families are given adequate notice of the upcoming detention or informed of the detention that was given during the day.

If detention jeopardises a student's safe transport home, the detention must be postponed until alternative arrangements can be negotiated with the student's family.

Appropriate use of detention

A detention may only be given by a teacher if the matter is recorded in Engage as a response to the behaviour incident. The family of the student must be contacted via either email or phone. The location of the detention is to be in a room suitable so that the students can be observed and supervised. Staff are reminded to ensure they respect professional boundaries in their interaction with the student. The period of detention needs to reflect the student's age and developmental stage and the type of response required for the unproductive behaviour.

- The detention is not an ongoing method of behaviour support. Detention data is monitored by Heads of House, Dean of Pastoral Care and the Assistant Principal Student Wellbeing.
 - Students with multiple detentions are to be referred to the HOH/Dean of Pastoral Care for behaviour support.
- **Suspension Process** at Xavier Catholic College, we see suspension as a disciplinary measure, and in some cases implemented to ensure the safety of students and staff. Suspensions must be recorded in the Engage Student Support System Suspension Register and a discussion with the parent/guardian is a normal part of the process for suspension and return to school.

The purpose of suspension is to:

- Signal that the student's unproductive behaviour is not acceptable
- Allow a cooling off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- Allow time to negotiate some goals that the student will work towards, with support on their return to school
- Ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Accountability

- A suspension record will be completed in the Engage Student Support System register for each student suspended by the Assistant Principal Student Wellbeing
- Notification of suspension will take place via a phone call to the parent/guardian of the suspension. The family will also be notified using the suspension letter generated in the Engage Student Support System within 3 business days.

The written notification will include the reasons for suspension, the length of

the suspension, the start date and time, the expected return date and outline the responsibilities of the family for the care and safety of the student who is suspended from Xavier. The letter will also request a re-entry meeting with the family on the day of return to the college. The written notification will also include details of the right to appeal of the student and family.

Xavier Catholic College will follow all guidelines outlined in the **Procedure Suspension** from Brisbane Catholic Education.

- **Negotiated Change of School**– at Xavier Catholic College we would prefer not to have to refer a student to another school. We do understand that at times a negotiated change of school for a student may be an appropriate method to protect the wellbeing of a school community e.g., when a student’s continuing presence poses a danger to that community’s safety. A negotiated change of school offers the opportunity for personal growth and for a fresh start in an environment more suited to the student’s needs and circumstances.

Accountability requirements:

The following matters should be considered:

- The environment that best provides for the student’s learning, personal, social, emotional and spiritual needs
- Schools that provide an educational program suitable to the student’s needs, abilities and aspirations
- The process by which the change is to be negotiated
- The support required by the student and family to make the transition
- Document all considerations, determinations, and communications of the negotiated change of schools.

These and other relevant matters are to be included in a documented record of Negotiated Change of School to be kept on the student file. If a negotiated change of school cannot be achieved, the student is to remain at their current school, unless circumstances require a recommendation to the Head of School Progress and Performance for exclusion.

The Head of College/Principal will provide the family with an opportunity to discuss the implications of the negotiated change of school and provide information about why the change is being proposed.

- **Exclusion**– our hope at Xavier Catholic College is to not exclude a student from our college. We understand the serious long-term consequences for the student and the family of exclusion, and this would only be considered as a last resort. At Xavier, we would demonstrate that all efforts have been made to identify and address the cause of the behaviour and document the range of intervention strategies that have been tried.

Accountability requirements:

A decision to exclude from a school will be made by the Principal in consultation with Learning Service Executive, the Senior Leader – School Progress and Performance, and the Head of School Progress and Performance.

In cases where recommending an exclusion from a school is being considered, the gravity of the circumstance requires that emphasis be given to all aspects of procedural fairness. The principal must provide the family, or student (if the student is living independently) with a copy of all the documentation on which the recommendation to exclude is based. The Principal must remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude. The consideration will be unique in each case and guidance is to be sought from the Senior Leader – School Progress and Performance or BCE Legal Counsel.

The Principal will provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present.

For appeals, the school aligns to BCE processes.

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

As a Catholic School in the Ignatian tradition, Xavier Catholic College believes that a student's wellbeing is paramount. That is, in order for students to learn to the best of their ability and to extend personal growth, they must have a safe and positive environment in which to spend their time.

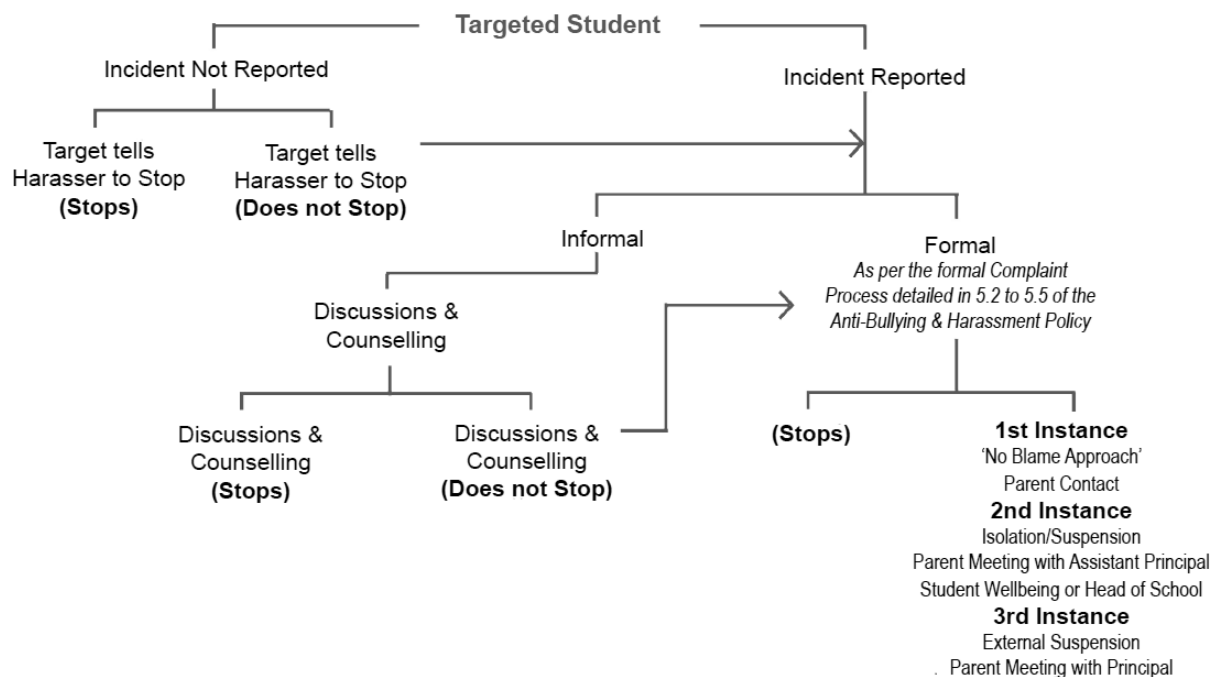
Xavier Catholic College recognises the need to work in partnership with students, parents and staff to foster positive relationships, promote personal responsibility and facilitate successful educational outcomes, based on the Gospel values and the charism of St Ignatius of Loyola.

Our College motto 'Finding Jesus in All Things', calls each one of us to value the dignity of every member of our community. We aim to cultivate in our students, an ability to recognise and value safe and positive relationships based on the College commitment to an accepting and welcoming community, where relationships are formed and nurtured according to the Gospel messages of compassion, justice and peace.

Bullying/Harassment of any kind is not only illegal (various State and National Laws) but is contrary to the College's Mission Statement and general philosophy, as evidenced by the principles in our Responsible Behaviour Policy. Any such behaviour will be treated as a serious infringement of the College's student enrolment agreement.

Process

The 'targeted student' reports the incident and wishes for the complaint to be dealt with either formally or informally. This process is outlined below in detail.



The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

As part of our mandatory modules of professional learning, as a staff we have a clear understanding of bullying and harassment. This forms part of our annual compliance training. As a school we also support/celebrate the Bullying NoWay! Day. In March our student complete a Bullying survey, we will unpack the data as a result of this and discuss with staff strategies. As a response to our Bullying survey data staff professional learning will be implemented as a result of areas identified as requiring attention/development. In Term 3, staff will be provided with additional Professional Development on bullying, whereby we unpack appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment.

2. Teaching about Bullying and Harassment

In our Personal and Social Development sessions we teach using ACARA and BCE Religious Education Curriculum toward embedding and understanding in our students and staff of healthy relationships positive behaviours in relation to bullying and harassing behaviours. Bullying is particularly addressed in units such as: in Year 7 HPE Semester 1 'Right Relationships' and 'Staying Safe' which discusses friendships, bullying and also online safety.

3. Responding to Bullying and Harassment

All information for our students and families in regarding reporting procedures for incidents of bullying and harassment are on our College Portal and Website.

We annually conduct a bullying survey for all our students.

[Anti Bullying Harassment Policy.pdf \(xavier.qld.edu.au\)](#)

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

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

4. Preventing Bullying and Harassment

At Xavier, we plan for a safe, supportive, and inclusive school to prevent bullying and harassment. For e.g.:

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. Examples include:
Bullying NoWay involvement and discussion on assembly/dress up day, Daniel Morcombe Education program.
2. Staff communication and professional learning: Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Examples include: Start up days: [Building Positive Relationships](#).
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. School staff have access to training through Staff Meetings and our start up day to recognise and respond to bullying.
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: staff handbook, access to training through invitations to attend our professional learning experiences.
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. Some examples of communication methods, via email and topics: School TV, Student Protection Toolkit, Happy Family Schools

6. Through our Personal and Social Development program, our students in years 7 – 10 unpack our G.R.A.C.E acronym. This program discusses in depth how our students show Gratitude, Respect, Acceptance, Compassion in their Educational setting. Through unpacking G.R.A.C.E students learn specifically ways of identifying bullying behaviour and how to not be a bystander.

Key contacts for students and parents to report bullying

Staff member College Principal – Simon Dash - 07 4197 1177

Staff member Head of College (Primary) – Russell Davey – 07 4197 1177

Staff member Assistant Principal (Primary) – Sarah Love – 07 4197 1177

Staff member Assistant Principal Wellbeing (Secondary) – Reagen Collier – 07 4197 1177

Staff member Head of College (Secondary) – Ursula Witham-Young – 07 4197 1177

Cyberbullying

Cyberbullying is treated at Xavier Catholic 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.

At Xavier we communicate with staff and parents' strategies to improve understanding and knowledge of cyberbullying. Communications from the principal include: Helping your child avoid being cyberbullied, Insights: Strengthening kids self esteem in a digital world.

Resources

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 and through the Religious Education curriculum.

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

At Xavier Catholic College we use behavioural data (BI/Engage) together with other data sources to make data informed decisions about student supports. This includes team meetings such as: Pastoral Care Meetings, Students at risk, Learning Support, that are conducted fortnightly to analyse school data and feedback which can be provided for staff meetings, Targeted and personalised team members (including Pastoral leaders, Heads of House, STIEs, GCs & leadership).

References

- Biswas-Diener, R. (2010) *Practicing Positive Psychology Coaching*. John Wiley & Sons, Inc. New Jersey.
- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). *Check and Connect- Implementing with Fidelity*. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behavior in schools*. New York: Guilford Press.
- Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Positive Psychology, (2023). [The PERMA Model: Your Scientific Theory of Happiness \(positivepsychology.com\)](https://www.positivepsychology.com)
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sophis West.


Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy

- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A: Sail Definition

[SAIL Matrix.pdf](#)



XAVIER CATHOLIC COLLEGE

P - 6 BEHAVIOUR EXPECTATIONS

	CLASSROOM	PLAYGROUND	EATING TIME	BEFORE / AFTER SCHOOL	TOILETS	SPECIAL EVENTS / EXCURSIONS	CHURCH LITURGIES ASSEMBLIES	ONLINE
S WE ARE SAFE	<ul style="list-style-type: none"> Hands and feet to self Walk Use equipment correctly Follow instructions 	<ul style="list-style-type: none"> Hands and feet to self Wear a hat Play in correct areas Use equipment correctly Follow rules Report danger 	<ul style="list-style-type: none"> Hands and feet to self Sit while eating Eat your own food Follow instructions 	<ul style="list-style-type: none"> Hands and feet to self Walk Be in right place, right time Use paths and crossings Wear hat if on outside play 	<ul style="list-style-type: none"> Hands and feet to self Walk In. Do. Wash Hands. Out. 	<ul style="list-style-type: none"> Hands and feet to self Walk Follow instructions Wear hat when needed 	<ul style="list-style-type: none"> Hands and feet to self Walk Enter and exit calmly and quietly Follow instructions 	<ul style="list-style-type: none"> Follow teacher instructions Keep passwords and personal information private Report inappropriate sites or messages
A ACT RESPONSIBLY	<ul style="list-style-type: none"> Make good choices Care for belongings and equipment Be organised Use an appropriate voice level 	<ul style="list-style-type: none"> Care for equipment Follow teacher instructions Respond promptly to bells 	<ul style="list-style-type: none"> Put lunchboxes away Clean up eating area Wait for permission to move 	<ul style="list-style-type: none"> Follow teacher instructions Care for own belongings Care for school equipment 	<ul style="list-style-type: none"> In. Do. Wash Hands. Out. Report problems 	<ul style="list-style-type: none"> Represent Xavier College with pride Follow leader instructions 	<ul style="list-style-type: none"> Listen politely Be still when required 	<ul style="list-style-type: none"> Stay on directed task or site Care for equipment Keep school devices in bags before and after school, including on bus
I INTERACT RESPECTFULLY	<ul style="list-style-type: none"> Listen to others Take turns speaking Use appropriate manners Work as a team 	<ul style="list-style-type: none"> Play fairly Take turns Share Include and encourage others 	<ul style="list-style-type: none"> Use manners Use sensible talking voices 	<ul style="list-style-type: none"> Use appropriate manners Play fairly 	<ul style="list-style-type: none"> Respect others' privacy 	<ul style="list-style-type: none"> Listen to others Use appropriate manners Respect equipment Respect rules of places visited 	<ul style="list-style-type: none"> Be a good role model to others Use appropriate manners 	<ul style="list-style-type: none"> Use positive and appropriate language and symbols Share resources
L LOVE TO LEARN	<ul style="list-style-type: none"> Try your best Encourage others Stay on task Participate Challenge yourself 	<ul style="list-style-type: none"> Participate Be a good sport 	<ul style="list-style-type: none"> Make healthy food choices 	<ul style="list-style-type: none"> Be on time to class 	<ul style="list-style-type: none"> Return to class quickly and quietly 	<ul style="list-style-type: none"> Participate and try new things 	<ul style="list-style-type: none"> Actively watch and engage with experience 	<ul style="list-style-type: none"> Use technology for learning

We are safe:

Students will display this quality by:

- Asking for help if unsure
- Taking a position after consideration of the rights of all.
- Trying hard with difficult tasks and using different ways to solve the problem safely
- Pushing the limit of your own knowledge and abilities

We Act Responsibly:

Students will display this quality by:

- Respecting the rights of others to learn
- Being always polite and well-mannered
- Following all teacher directions
- Speaking positively and listening attentively to others
- Using appropriate language in an appropriate tone
- Being tolerant of others and their skills
- Keeping out of and respecting other's personal space

- Taking care of the natural and physical environment, ensuring all rubbish is placed in bins, furniture and equipment returned to correct area and bags left in designated areas.

Secondary Sail Matrix (draft)



XAVIER CATHOLIC COLLEGE
FINDING JESUS IN ALL THINGS

	IN ALL AREAS	IN LEARNING SPACES	IN OUTDOOR SPACES	WHEN WE GATHER
S WE ARE SAFE	<ul style="list-style-type: none"> • Correct uniform • Hands off • In the correct areas • Remain on school grounds 	<ul style="list-style-type: none"> • Enter and exit classrooms appropriately • Hands off • Use equipment correctly • Follow teachers instructions 	<ul style="list-style-type: none"> • Wear a hat • Hands off • Play in the correct areas • Use equipment correctly • Follow rules • Report danger • Keep hydrated 	<ul style="list-style-type: none"> • Enter and exit calmly and quietly • Follow instructions • Hands off
A ACT RESPONSIBLY	<ul style="list-style-type: none"> • Care for equipment • Correct uniform • Follow teacher instructions • Respond promptly to bells • Walk bikes, scooters in school grounds • Remain in school grounds 	<ul style="list-style-type: none"> • Correct uniform • Punctual • Have a go at all task • Care for belongings and equipment • Ask for help 	<ul style="list-style-type: none"> • Care for equipment • Follow teacher instructions • Respond promptly to bells • Include others in games 	<ul style="list-style-type: none"> • Listen politely • Respond appropriately • Be reverent during Mass
I INTERACT RESPECTFULLY	<ul style="list-style-type: none"> • Interact politely with other students, parents, staff, members of public • Speak appropriately • Place rubbish in bins & take care of the physical environment • Behave appropriately in public (before and after school) 	<ul style="list-style-type: none"> • Keep to your own work space • Being polite and well mannered • Follow instructions • Interact appropriately – language & tone. • Put your hand up to answer questions 	<ul style="list-style-type: none"> • Respect the rights of others to learn • Speak appropriately • Place rubbish in bins & take care of the physical environment • Include and encourage others • Walk on the paths 	<ul style="list-style-type: none"> • Be respectful and reverent • Use appropriate manners
L LOVE TO LEARN	<ul style="list-style-type: none"> • Be on time to school • Move around the school quietly and respectfully 	<ul style="list-style-type: none"> • Try your best • Encourage others • Stay on task • Participate • Challenge yourself 	<ul style="list-style-type: none"> • Be a good sport 	<ul style="list-style-type: none"> • Actively watch and engage with experience

We Interact Respectfully

Students will display this quality by:

- Wearing school uniform with pride
- Being punctual to class, Assembly and all school-related activities
- Being on task and knowing timetable in order to be in the right class at the right time
- Moving quickly to classes without running and waiting quietly outside classrooms
- Wearing hats at all times when outdoors and following sun-safe procedures
- On the playground, playing safely and following all rules
- Switching off all mobile phones/Ipods/MP3 players between 8.40 am and 3.00 pm
- Using all facilities (toilets and drinks) during break time and remembering to be hygienic (washing of hands etc.)
- Walking bikes through school grounds
- Moving quickly and quietly and sitting in Class /Pastoral Care Group lines at Assembly; listening quietly, respecting Guest Speakers, and applauding appropriately
- Waiting behind fence until instructed by teacher to move in the correct order when waiting for the bus.

We Love to Learn

Students will display this quality by:

- Always turning up prepared with correct equipment
- Planning appropriately and identifying and using necessary resources
- Attending all appointments on time
- Completing homework on time and submitting all pieces of assessment by due date
- Returning excursion and other forms promptly
- Displaying appropriate passes/forms (late or early departures) when required.

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

Appendix B - 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 wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

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

Major Behaviours

Approver: Principal	Issue date: 07/02/2024	Next review date: 07/03/2024
---------------------	------------------------	------------------------------

