



# Marymount College

## Burleigh Waters

### **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

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

Marymount College is a supportive Catholic educational community where we are committed to life-long and life-giving learning. We ensure that the Gospel values of respect, care, inclusivity, forgiveness, faith, hope and love are reflected in all aspects of College life.

#### **Our School Context**

Marymount College is located in Burleigh Waters on the Gold Coast and is part of the Burleigh Heads Parish. Marymount College is founded on the person of Jesus Christ and enlivened by the Gospel. Marymount College provides a just, caring and safe environment that promotes physical and emotional health and well-being. As a Catholic community we strive to always give witness to the Gospel values of compassion, forgiveness, respect, acceptance, resilience, generosity and stewardship.

#### **Consultation and Review Process**

Consultation between; Principal, Deputy Principal, Assistant Principal—Pastoral, Heads of Year and Parents and Friends Association occurs annually to review the Student Behaviour Support Policy. Adjustments to the policy are made annually to ensure that the information and processes included are relevant to the students and staff involved. A detailed review of the policy is completed every two years.

## **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.

#### **Focusing Direction:**

- College Smart Goals
- Writing Analysis Tasks
- Engagement with High Yield Strategies such as Data Walls, Review and Response and Learning Walks and Talks.

#### **Using Collaboration:**

- Students understanding how they learn.
- Setting goals for improvement
- Monitoring of performance
- Reviewing and responding to attendance concerns

#### **Securing Accountability:**

- Use of data (NAPLAN, PAT Testing, Attendance)
- Evaluation of learning and behaviour programs

#### **Deepening Learning:**

- Explicit teaching
- Engagement in cognitively complex tasks

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

### What is Positive Behaviour for Learning?

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

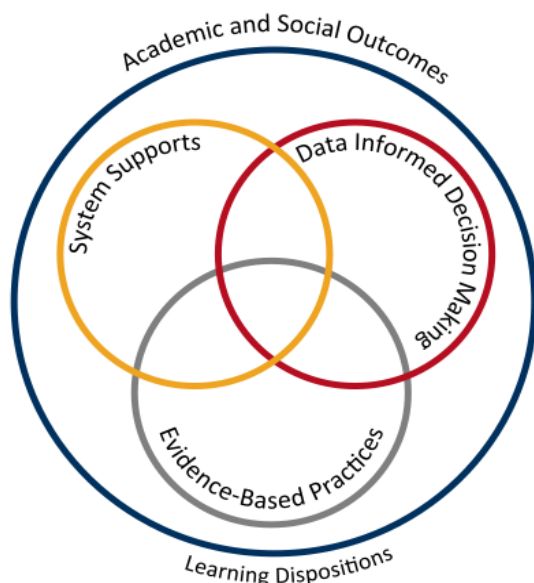


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

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

### Continuum of support and key features

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

### Tier 1 Universal Supports:

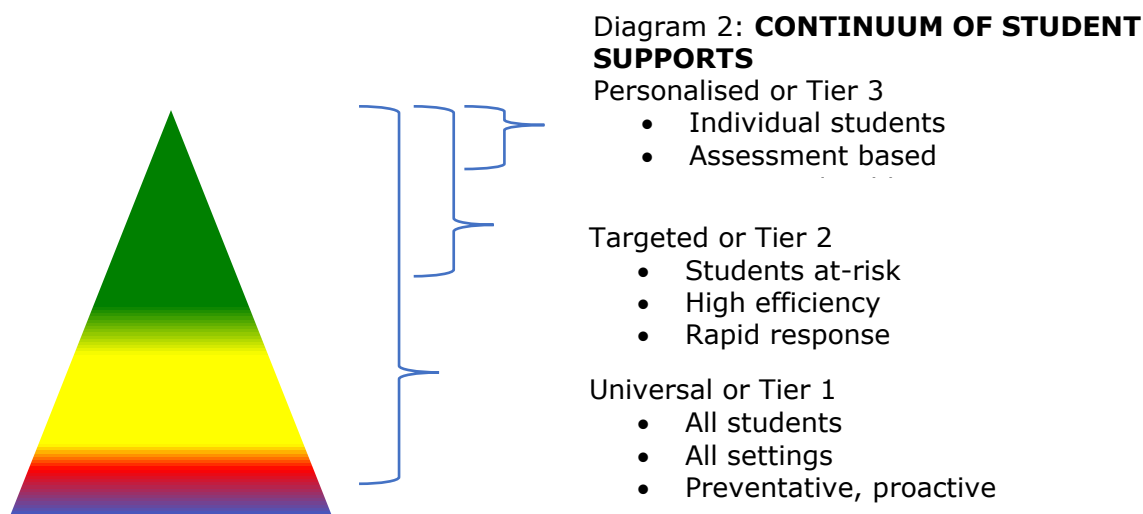
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

### Tier 2 Targeted Supports:

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

### Tier 3 Personalised Supports:

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



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

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

Marymount College provides a framework for the development of the social, emotional and spiritual well-being of young people, and animates this with a distinct Marion focus. The professional learning at the college is overseen by the Deputy Principal. The Assistant Principal Pastoral assists the Deputy Principal, and often leads professional learning.

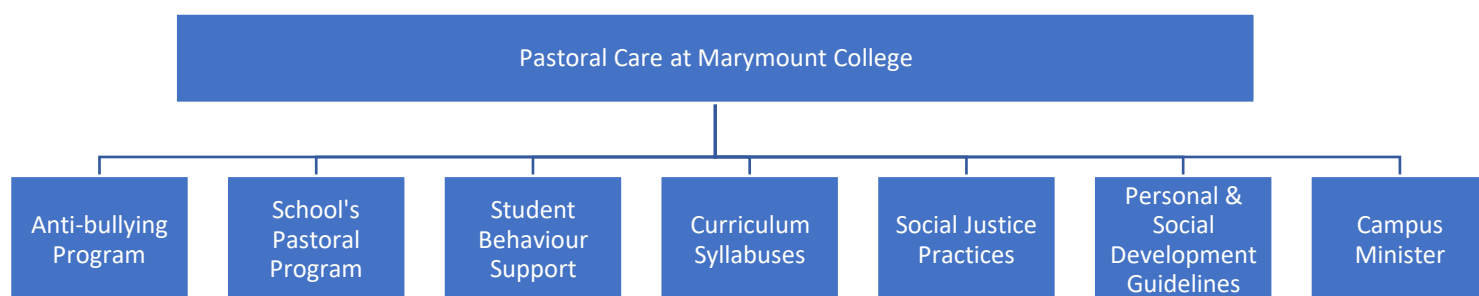
Each year level within the College also has a strong team to cater for the pastoral needs of the students. Each year levels' Pastoral Team consists of a Pastoral Middle Leader, an Assistant Pastoral Middle Leader, nine Pastoral Teachers as well as Learning Support Staff and the College's Guidance Counsellors.

The AP-Pastoral meets with the Pastoral Middle Leaders and Assistant Pastoral Middle Leaders twice every term. These meetings are also attended by the Deputy Principal. These meetings are formal occasions where student needs and well-being matters are discussed, and relevant procedures are put in place.

Guidance Counsellors, Learning Support staff, and AP Pastoral meet weekly to monitor the needs of students at risk. The AP Pastoral meets with the Deputy and Learning Support weekly to pass on relevant information.

Pastoral Middle Leaders and Pastoral Teachers meet twice a term to look at the relevant year levels progress both behaviourally and academically.

Professional Development is offered to all staff through Brisbane Catholic Education office as well as external providers.



## 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:

- Be Respectful
- Be Responsible
- Be Safe
- Be Prepared
- Be a Learner

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.

### Code of Expected Student Behaviour

As members of the Marymount College Community, we commit to:

- Show care and concern for ourselves and others through courteous, just and respectful relationships
  - Moving, working, learning and playing safely
  - Actively learning and assisting others with their learning
  - Communicating justly
  - Respect our own and others' property and the College environment
- These expectations are contained in the College Record Book and all College publications that deal with this area.

| Commitment                      | Student Rights   | Student Responsibilities   |
|---------------------------------|--|--|
| To care for yourself and others | <ul style="list-style-type: none"><li>• To be treated with courtesy and respect</li><li>• To be free from violence, intimidation, bullying and harassment from other members of the school community</li><li>• To have legitimate problems listened to and acted upon justly</li></ul> | <ul style="list-style-type: none"><li>• To treat others with courtesy and respect</li><li>• To take care of themselves, by not engaging in at-risk behaviours e.g. use of alcohol, tobacco or illegal drugs and by taking care of others</li><li>• To refrain from using violence of any sort (e.g. physical, verbal, psychological)</li></ul> |

|                   |  |  |
|-------------------|--|--|
|                   |  | <ul style="list-style-type: none"> <li>• To refrain from bullying, intimidating or harassing others in line with the College Anti-Bullying Policy</li> <li>• Observe the College Uniform Code</li> </ul>   |
| To act safely     | <ul style="list-style-type: none"> <li>• To be provided with facilities and equipment that are safe and free from hazard</li> <li>• To be provided by parents, with safety equipment including hats, sunscreen and bike helmets</li> <li>• To have safety rules clearly explained and carried out</li> <li>• To be instructed in evacuation and emergency procedures</li> <li>• Report incidents of bullying or serious inappropriate behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• To listen to safety directions and follow them immediately</li> <li>• To move around the school sensibly, quietly and in an orderly manner</li> <li>• To always wear safety equipment, including hats and sunscreen as per Uniform Code</li> <li>• To follow directions promptly and cooperate fully during evacuation and emergency procedures</li> <li>• To wear bike helmets whilst travelling to and from school</li> <li>• Obey out of bounds rules</li> <li>• Have appropriate approval to leave the College grounds (from the Pastoral Coordinator or Administration)</li> </ul> |
| To actively learn | <ul style="list-style-type: none"> <li>• To be provided with a variety of learning experiences and opportunities</li> <li>• To learn with minimal disruption in an environment conducive to learning</li> </ul>  | <ul style="list-style-type: none"> <li>• To participate fully in learning activities and experiences (curricula and extra- curricular)</li> <li>• To refrain from being disruptive</li> <li>• To listen attentively</li> </ul>   |

|                       |   |   |
|-----------------------|---|---|
|                       | <ul style="list-style-type: none"> <li>• To have the opportunity to be listened to</li> <li>• To be offered necessary assistance with learning</li> <li>• To learn at an appropriate level which meets your needs</li> <li>• To know that there is a clearly stated and consistently implemented College Student Behaviour Support Policy.</li> </ul>   | <ul style="list-style-type: none"> <li>• To assist in creating an environment conducive to learning</li> <li>• To make a genuine effort to learn in all classes</li> <li>• To be prepared for all lessons</li> <li>• To be punctual and attend all lessons</li> <li>• To complete all assessment tasks on time and to the best of one's ability</li> <li>• To complete homework as required and on time and to the best of one's ability</li> </ul> |
| To communicate justly | <ul style="list-style-type: none"> <li>• To be listened to</li> <li>• To have a chance to speak</li> <li>• To be spoken to with courtesy, justice and respect</li> </ul>  | <ul style="list-style-type: none"> <li>• To listen to others</li> <li>• To refrain from interrupting while others are speaking</li> <li>• Record Book – up to date</li> <li>• School correspondence to be taken home</li> </ul>   |
| To respect property   | <ul style="list-style-type: none"> <li>• To be provided with a safe and accessible place to store personal property and equipment e.g. locker</li> <li>• To expect that their property and equipment will be well cared for</li> <li>• To work, learn and play in a clean and tidy environment</li> <li>• To be provided with materials/ resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment)</li> </ul> | <ul style="list-style-type: none"> <li>• To take care of own and others property and equipment</li> <li>• To assist in maintaining a clean and tidy working, learning and playing environment</li> <li>• To refrain from bringing inappropriate/ undesirable property or equipment to school</li> <li>• To report possession of this type of property or equipment</li> <li>• To report vandalism of College or student property</li> </ul>         |



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

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

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

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

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

- Beginning of school year orientation day
- Pastoral care period, weekly throughout the year
- Weekly Year Level Assemblies
- Whole School Assembly twice per term
- New student orientation
- New staff orientation
- Student leaders support younger peers
- Year 11 Peer Support students working with Year 7 students
- Student Teacher Advisory Council (STAC) meetings fortnightly
- 2 Year Level STAC Representatives for each Year Level
- Classroom Rules and Procedure Document in every classroom and revisited regularly
- Year 12 Leadership Team
- Year 9 Leadership Team

### 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:

| <b>School practices that encourage expected behaviours</b> | <b>Classroom practices that encourage expected behaviours</b> |
|--|---|
| Weekly merit award   | Pastoral Representatives                                      |
| Principal’s awards for effort                              | Points system for class reward                                |
| Co-Curricular involvement                                  | Pastoral programs celebrating student success and improvement |
| Affirmation Letters  |   |
| Improvement Letters  |   |

#### 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:

When relationships in the classroom start to break down and student behaviour and engagements does not improve, the College utilizes the Positive Behaviour for Learning (PB4L) policy.

Rather than telling students what to do where the teacher does the thinking, why not ask the student what they are doing in relation to the rules or standards? That means teaching students how to think on their own and create their own effective plans rather than someone else doing the thinking for them. Everyone at Marymount College, that is the College Leadership Team, Middle Leaders, teachers and students, should be held accountable for respecting the rights of others. Students have to be taught this skill.

This process allows clear interventions when it comes to student behaviour and fosters positive relationship building between Student/Teacher, Student/Pastoral Leader, Pastoral Leader /Parent as well as Pastoral Leader /Student. The conferencing between these groups allows the Positive Behaviour for Learning (PB4L) to be restored, which increases the educational outcomes of the student as well as their well-being.

The Positive Behaviour for Learning (PB4L) is a framework for student behaviour management and sits within the College's Student Behaviour Support Policy and Positive Behaviour for Learning.

The PB4L has the basic rules of:

- Do the right thing
- Say the right thing
- Bring the right thing

Social Skills and Organisation 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.

- 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. This is done with Pastoral Teachers, Pastoral Leaders, and Guidance Counsellors as necessary.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both

advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student. This is done with Pastoral Teachers and Pastoral Leaders.

- Three Year Rotation – Pastoral Leaders will remain with the cohort for three years so that they know the students and families well, ie, Year 7-9 Year 10-12
- 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.
  - **Year 7 Girls Group:** A 6-week program for Year 7 girls to help with their worries and transition to high school. Sessions focus on teaching evidenced-based Cognitive Behaviour Therapy strategies including relaxation, shifting negative thoughts and problem solving. A parent session is offered as part of the program.
  - **Year 7 Boys Organisation Group:** A 6-week program for Year 7 boys to help with their organisation and social skills as part of their transition to high school. Sessions focus on emotional regulation, time management and goal setting. A parent session is offered as part of the program.

### Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- 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
- Behaviour review and response process and plan (early intervention).

#### 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.

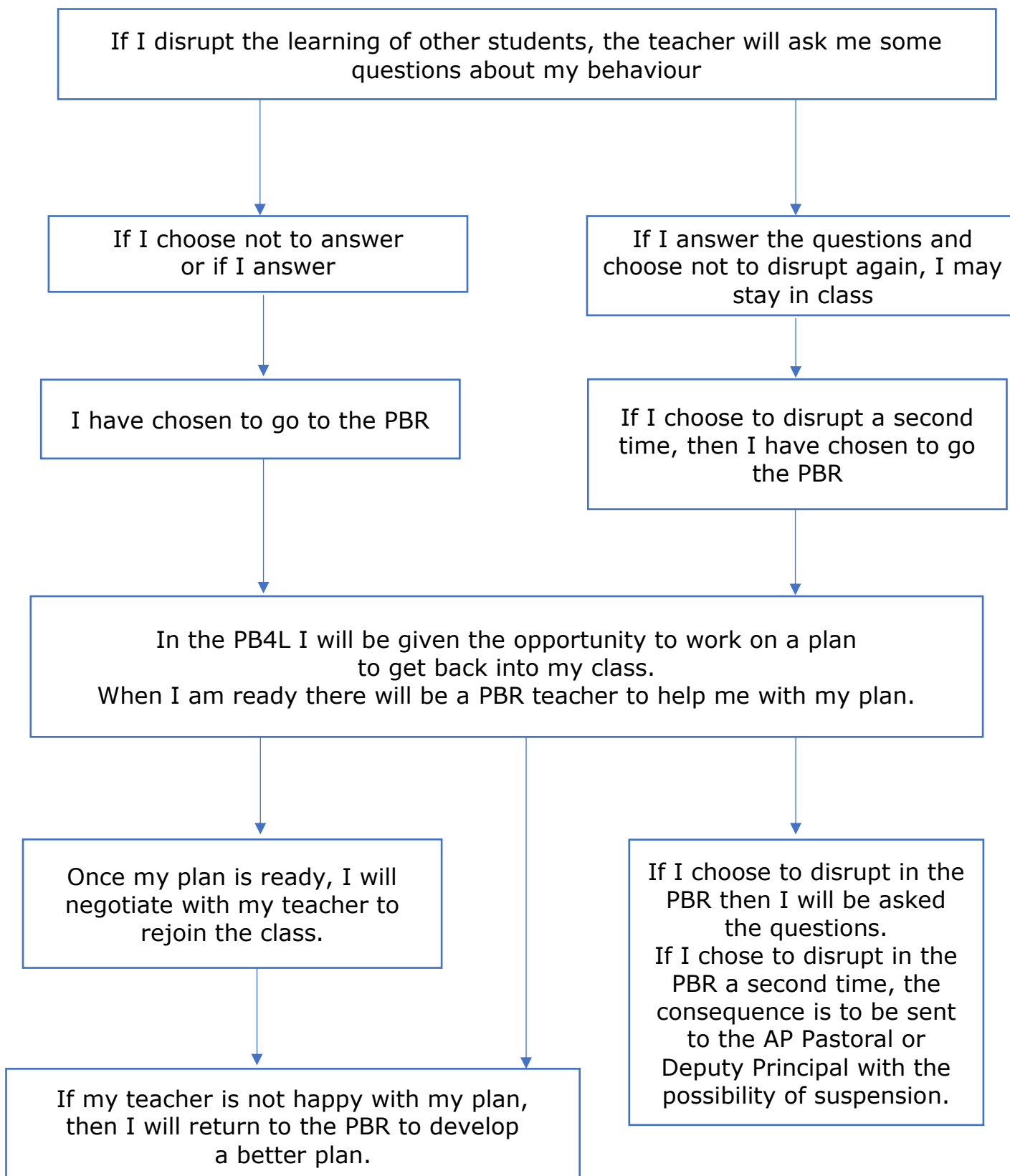
To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, 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  |
|---|---|--|
| <ul style="list-style-type: none"><li>• Supervised calm time in a safe space in the classroom</li><li>• Positive Behaviour for Learning (PB4L) Process</li><li>• Set limits</li><li>• Individual crises support and management plan</li></ul> | <ul style="list-style-type: none"><li>• Teacher – student conversation</li><li>• Positive Behaviour plan – teacher and student</li><li>• Teacher – student – parent meeting</li><li>• Teacher – student – leadership conversation</li></ul> | <ul style="list-style-type: none"><li>• Teacher Student negotiation</li><li>• Student contributes back to the class or school community</li><li>• Restorative conversation</li></ul> |

## Positive Behaviour for Learning (PB4L) Process Flowchart



## **5. BCE Formal Sanctions**

### **Detention process**

Students are given a 20-minute lunchtime detention for uniform infringements.

Students who wear the incorrect uniform are given a 20-minute lunchtime Detention. Uniform detentions are nominated by a teacher or a member of the College Leadership Team. Students are supervised by a teacher during the detention, which are held in Room A5A. Parents are notified of the Uniform Infringements increments as per the Uniform Policy. Marymount College does not issue before or after school detentions.

### **Grounds for suspending a student**

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

- **Suspension Process**

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. A 6-10 day suspension must consult with the Senior Leader—School Progress and Performance. For suspensions more than 10 days, the Principal must consult with the Head of School Progress and Performance through the Senior Leader.

Once the decision has been made to suspend a student, the Principal or Principal's delegate will inform the student and Parent/legal guardian of the grounds on which the decision to suspend has been made. The Principal's delegate will complete the suspension record on Engage.

The student and parent/legal guardian will then be given the opportunity to respond. The conditions relating to the suspension should be discussed, and their responses taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

A student will not be sent out of school before the end of the school day without the parent/legal guardian being notified, and agreement reached about arrangements for collecting the student from school. Notification can take place by phone to a parent/legal guardian, or by email to alert a parent/legal guardian to the suspension, if the phone call has been unsuccessful. The parent/legal guardian will also be notified in writing within a reasonable time frame.

- **Return to School**

While a student is suspended from school (out-of-school suspension), the parent/legal guardian has responsibility for the supervision of their child. Parent/legal guardian and students must be informed that the student may not attend school or school related functions unless there is an approved part-time suspension.

As part of the return to school process, the Principal or authorised delegate will organise a re-entry interview with the student and parent/legal guardian to discuss the basis of maximising successful re-engagement into the school, before the student returns to school.

- **Exclusion**

Because of the serious long-term consequences for the student and the family, exclusion will be considered only as a last resort. Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions approved by Executive Director or delegate.

The purpose of exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.



The decision to exclude a student will be made by the Principal in consultation with the College Leadership Team and the Senior Leader. A Student Behaviour Risk Assessment will be completed and discussed with the parent/guardian, during which the Exclusion process will be explained. Parents will be given an opportunity to respond to the Assessment.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

- **Appeals Process**

For appeals, the school aligns to BCE processes.

| <b><i>Sanction</i></b>     | <b><i>Appeal Process</i></b>  |
|----------------------------|---|
| <i>Suspension 1-5 days</i> | <i>Appeal made to the school principal</i>  |
| <i>Suspension 6+ days</i>  | <i>Appeal made to the Senior Leader School Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a></i>   |
| <i>Outcome of Appeal</i>   | <i>The appeal reviewer (Principal or Senior Leader – School Performance) must:<br/>(a) make the review decision within 5 business days after the application is made; and<br/>(b) as soon as practicable after the decision is made give the person written notice of the decision.</i> |
| <i>Exclusion</i>           | <i>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.</i>   |

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

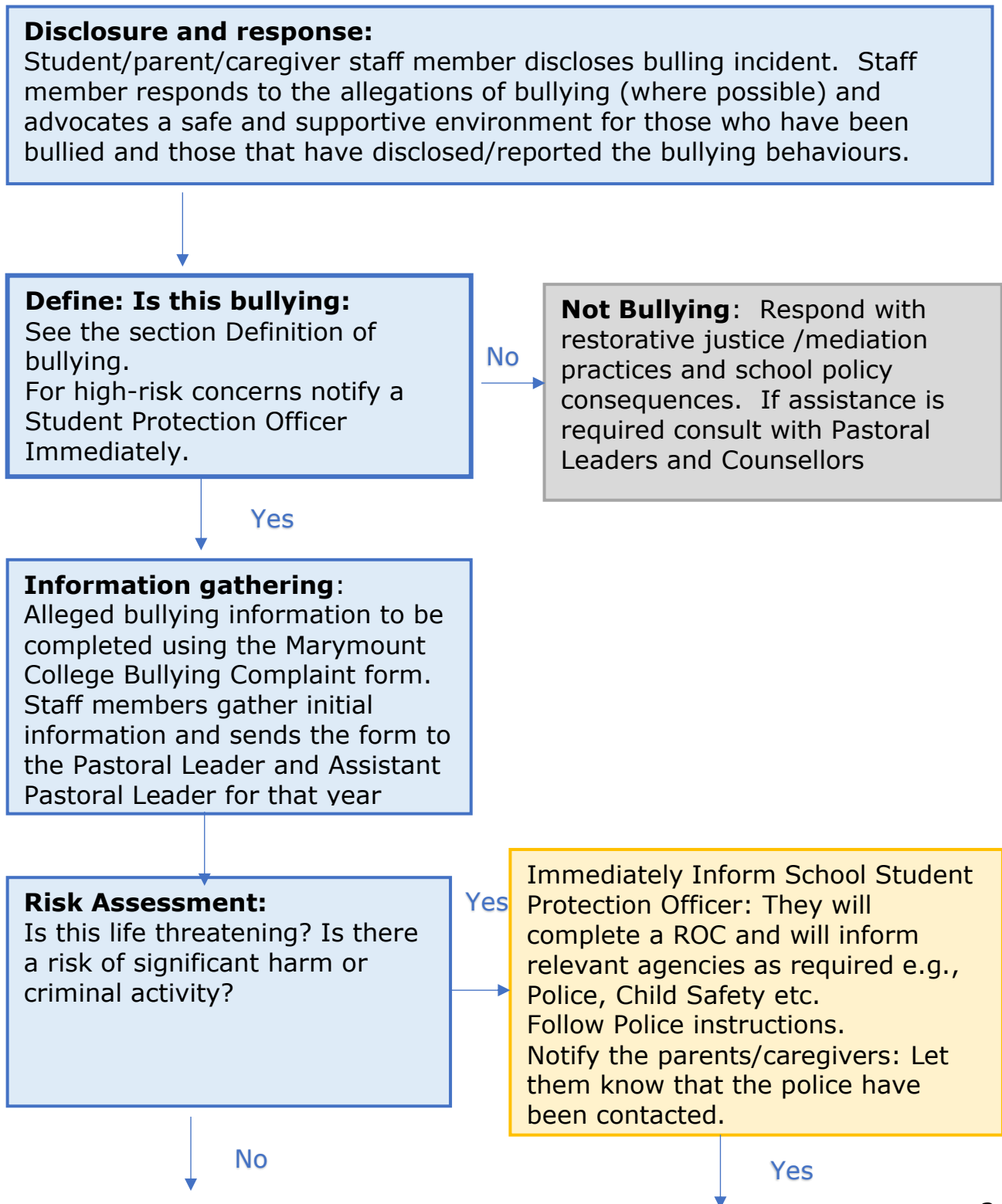
|            |  |
|------------|--|
| Aggression | Words or actions (both overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.   |
| Bullying   | <p>Definition for staff, parents and guardians:</p> <p>Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.</p>  |
| Bullying   | <p>Definition for older students:</p> <p>Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them. Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't considered bullying. A fight or disagreement between students of equal power or status isn't considered bullying.</p> <p>What bullying is not:</p> <p>There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:</p> <ul style="list-style-type: none"> <li>• mutual conflict, which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation</li> <li>• single episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours</li> <li>• social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others</li> </ul> |
| Bystander  | A person who sees, or knows about, bullying or harassment or that is happening to another person.  |
| Conflict   | Mutual disagreement, argument or dispute between people where no one has a significant power advantage, and both feel equally aggrieved. Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggression or bullying. Conflict can be a precursor to bullying where there are instances of repeated conflict and where the balance of power changes   |

|                               |   |
|-------------------------------|---|
| Covert bullying               | A subtle type of non-physical bullying which usually isn't easily seen by others and is conducted out of sight of, and often unacknowledged by, adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, encouraging a third party to engage in bullying behaviour, conducting a malicious social exclusion campaign and/or using internet or mobile phone technologies).   |
| Cyberbullying                 | Bullying carried out through the internet and mobile devices  |
| Cybersafety                   | Cybersafety refers to online behaviours that are safe, respectful, and responsible, and to strategies to reduce risks online, e.g. using high privacy settings.   |
| Cyber exploitation            | Use of the internet or mobile phone technologies to take advantage of another. Examples include asking others to send sexually explicit photographs of themselves or publishing such images; stealing someone's identity and impersonating them e.g. to subscribe to services or purchase goods and services in their name, using unscrupulous sales tactics e.g. pop-ups.  |
| Cyber harassment              | A single episode of aggression e.g. an insult, threat, nasty denigrating comment, against a specific student carried out through internet or mobile phone technologies.   |
| Digital citizenship           | There are 9 elements in digital citizenship: Access; Commerce; Communication; Literacy; Etiquette; Law; Rights and Responsibilities; Health and Wellness and Security (refer to the Australian Curriculum ICT Capability at ACARA).   |
| Discrimination                | Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.   |
| E-Crimes                      | Illegal actions that are carried out using the internet or mobile phone technology, including child exploitation material, fraud, impersonation or identity theft, or sending words or images that cause offence, distress, menace or threaten. Most of these are crimes under Australian federal law but some are also (or only) crimes under some Australian state laws. It is important that students understand that the production or distribution (including texting and posting) of lewd images of themselves or others may constitute child exploitation material with a potential criminal penalty and that some of these activities can be construed as bullying. |
| Engage Student Support System | BCE's central repository of student behaviour support data, including bullying, drug-related incidents and weapons in school.   |

|                                  |  |
|----------------------------------|--|
| Harassment                       | <p>Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person. It may be intentional or unintentional i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless.</p> <p>Harassment is unacceptable and needs to be addressed as part of creating a safe school, but it would not be considered bullying if any one or more of the following three features were present:</p> <ul style="list-style-type: none"> <li>• it occurred only once and was not part of a repeated pattern</li> <li>• it (genuinely) was not intended to offend, demean, annoy, alarm or abuse</li> <li>• it was not directed towards the same person/s each time.</li> </ul> |
| Method of shared concern         | The method of shared concern is a response to bullying involving structured interviews of those who are suspected of bullying other students to resolve the situation.   |
| Online hate websites/Bash boards | Online sites used to bully another student that contain insulting and contemptuous remarks or images and encourage others to sign on and indicate their hatred of a nominated person and add more disparaging comments.  |
| Restorative practices            | Strategies which focus on restoring relationships, repairing harm and learning perspective-taking and social responsibility.   |
| Sexting                          | Sending of sexually explicit messages or photographs of oneself or others, using mobile phone technology either by request or spontaneously. It can also include posting of this material online. A student's current, or potential romantic partner, may be the source of a request to engage in sexting. Such photos may be sent (without permission) to many other people or used to coerce or blackmail after a relationship break-up.   |
| Supportive bystander behaviour   | Actions and/or words that are intended to support someone who is being attacked, abused or bullied.  |
| Victimisation                    | Victimisation occurs when the student with disability (or their associate) is treated less favourably because they complained, or indicated they may complain, about the treatment they receive due to their disability.   |

MARYMOUNT COLLEGE  
ANTI-BULLYING PROCEDURES FOR STAFF FLOW CHART

All relevant parties are informed about actions being taken throughout the process.



**Informing relevant parties:**

Pastoral Leaders will inform Assistant Principal Pastoral or Deputy Principal who will inform the Principal. Pastoral Leaders will also inform the parents/caregivers of incident. Pastoral Leader will case manage the alleged bullying matter until it has been resolved following the Marymount College Bullying Policy.

**Formal Gathering of Information and Record keeping.**

Pastoral Leaders collect written statements and information from all involved (signed and dated) and interviews separately all involved. Pastoral Leaders consult with Assistant Principal Pastoral or Deputy Principal who determines, using the Marymount College Student Behaviour Policy, recommendations for action e.g. disciplinary action, counselling, social skills training etc.

**Documenting Bullying:**

Information is entered into Engage as an incident and a Bullying report. Information is recorded in the Pastoral Notes and all statements and information gathered are filed in the student folder in the Positive Behaviour Room.

**Case monitored:**

Pastoral Leader monitors and reviews the situation with the student/s staff and parents until resolved.

**Is the Bullying plan successful:**

Has the bullying plan been successful and all bullying or harassment has ceased.

Yes

No

Pastoral Leader informs all parties that the case has been resolved to the satisfaction of all.

No:  
Principal is informed and further sanctions put in place e.g. suspension, exclusion.

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).

Each member of the Marymount Community, be it staff, student, or parent has the right to feel safe and free from any form of intimidation including physical, verbal, emotional or sexual.

## **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**

The PB4L Effective Classroom Practices and Responses professional learning supports teachers with practical skills and strategies to improve planning for teaching and learning, classroom management and, building and sustaining positive relationships with students. Restorative approaches and collaborative problem solving are supportive ways to respond to student conflict, harassment and bullying in schools implemented by teachers in partnership with school leadership and families.

At Marymount College all staff participate in regular pastoral and year level meetings, and professional development to become familiar with bullying and harassment. All Pastoral Leaders have completed the BCE approved 'Youth Mental Health First Aid' professional development.

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

- At Marymount College the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours is embedded in the ACARA curriculum (Health & Physical Education, and English) and the BCE Religious Education Curriculum.

Our Pastoral Program includes:

- Personal Development Days
- Reflection Days
- Camps and Retreats
- Peer Support Training (Year 10)

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

Students can report bullying and harassment to a trusted staff member/teacher. [See flow-chart on page 22-23.](#)

Parents and staff can report concerns to the Pastoral Leader for that year. Pastoral Leaders will investigate the report and escalate to a member of the College Leadership Team if required.

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

The following steps are part of our processes.:

- **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

1. Student assemblies: Student bullying and expectations about student behaviour are discussed and information is presented to promote a positive school culture where bullying is not accepted.
2. 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. For example, staff meetings, professional development days, pastoral professional development.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. [See flow charts on page 23](#)
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour during the induction process.
5. 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 via the College newsletter, School TV, and social media.
6. Explicit promotion of social and emotional competencies among students during Personal development days, pastoral classes, year level meetings, and in the core curriculum.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection. Marymount College uses the *Be You Program* and its resources.

1. **Primary Prevention Programs** include programs that would engender resilience in students and assist with creating supportive school environments e.g.
  - Mentoring programs
  - Induction and transition programs
  - Communication skills training
2. **Early intervention** processes include:
  - Identifying the extent of the problem through questionnaire administration and the mapping of trouble spots
  - Promoting anti-bullying strategies involving the whole school community
  - Forming a working party of parents, teachers etc. to sustain the program.
  - Brainstorm productions, etc.
3. **Intervention procedures** include:
  - Clear reporting and referral procedures
  - Crisis intervention procedures
  - Monitoring and evaluation of the anti-bullying program
4. **Restoration of well-being**
  - Supporting both victim and perpetrator with therapeutic interventions that involve a no-blame approach.
5. **Consequences for students who intimidate or bully others**
  - **Positive Behaviour for Learning (PB4L) Process**—Students found to be bullying others will need to spend some time in the Positive Behaviour Classroom (PBR) writing plans on how they can change their behaviour.
  - **Counselling**—Students who are found to have difficulty with bullying will attend regular sessions with the student counsellor to help develop more appropriate behaviour.
  - **Anti-Bullying Programs**—These programs are designed to help students modify their behaviour. People who bully others have difficulties and may benefit from participation in such programs.

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

Please email the relevant Pastoral Leader, or phone the College on 55861 000 and request for the Pastoral Leader to phone you.

Pastoral Leader—Year 12 Nicole Browne  
Pastoral Leader—Year 11 Matthew Carroll  
Pastoral Leader—Year 10 Cathy Cooper  
Pastoral Leader—Year 9 Anthony Clarke  
Pastoral Leader—Year 8 Anthony Baruksopulo  
Pastoral Leader—Year 7 Kate O'Connor

Assistant Pastoral Leader—Year 12 Noah Aubort  
Assistant Pastoral Leader—Year 11 Sarah Henttonen  
Assistant Pastoral Leader—Year 10 Kevin Cornor  
Assistant Pastoral Leader—Year 9 Rachel Evans  
Assistant Pastoral Leader—Year 8 Matthew Murray  
Assistant Pastoral Leader—Year 7 David Fraser

## **Cyberbullying**

Cyberbullying is treated at Marymount College with the same level of seriousness as direct bullying.


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

Students found to be using College technological equipment to bully at school will have this equipment confiscated until their parents have been contacted. They may face the following possible consequences:

- Reduced access to the College computer network
- Suspension from the College computer network
- Confiscation of mobile phones and/or Mac Books
- PB4L process

## 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

- [Be You Programs Directory](#)
- [STEPS](#)
- The [Australian Curriculum](#)  provides the framework for your school's anti-bullying teaching and learning activities.
- 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.

Year Level and Pastoral meetings are held consistently throughout the year to discuss behaviour issues and parents or guardians are involved. Weekly Student Support Meetings with Learning Support, Guidance Counsellors and Assistant Principal—Pastoral.

The use of Guidance Counsellors and Learning Support staff to address behaviour problems is a very important aspect of decision making. Underlying issues which can affect the student's ability to learn can often play out as poor decision making and behavioural choices.

All behaviour issues are recorded on the Engage Student Support System whether being minor or major issues.

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

|           |                  |  |  |
|-----------|------------------|--|--|
| <b>11</b> | Teasing          | Isolated inappropriate comments (ongoing teasing would fit under Bullying)   | Laughing at someone's misfortune   |
| <b>12</b> | Sexual Behaviour | Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation. | Green light behaviours   |
| <b>13</b> | Incomplete tasks | Student has failed to complete a set piece of work in a clearly specified time frame   | Has difficulty starting learning task, continuing on task or completing learning tasks |



## Major Behaviours

Major Behaviours will lead to a Formal Sanction.

|          | Descriptor          | Definition  | Example  |
|----------|---------------------|---|--|
| <b>1</b> | Verbal Aggression   | Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear   | Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice  |
| <b>2</b> | Physical Aggression | Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear  | Hitting, punching, hitting with an object, kicking, pulling hair, scratching   |
| <b>3</b> | Bullying/Harassment | Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons | Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include |

|          | <b>Descriptor</b>         | <b>Definition</b>  | <b>Example</b>  |
|----------|---------------------------|--|---|
|          |                           |  | a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards. |
| <b>4</b> | Defiance/non-compliance   | Failure or refusal to comply or obey directions, a resistance to authority                               | Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away  |
| <b>5</b> | Disruption                | Persistent behaviour causing an interruption in a class or an activity                                   | Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour   |
| <b>6</b> | Dress Code Violation      | Student wears clothing that does not fit within the dress code of the school                             | "Gang" undershirts, offensive T-shirts, steel capped shoes.   |
| <b>7</b> | Vandalism/Property Damage | Student participates in an activity that results in substantial destruction or disfigurement of property | Throwing a computer, graffiti of school buildings, arson  |

|           | <b>Descriptor</b>      | <b>Definition</b>   | <b>Example</b>  |
|-----------|------------------------|---|---|
| <b>8</b>  | Truancy                | Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory  | Students leaves class/school without permission or stays out of class/school without permission   |
| <b>9</b>  | Theft                  | Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it  | Stealing school or personal property  |
| <b>10</b> | Forgery/Plagiarism     | Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source. | Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document. |
| <b>11</b> | Technology Violation   | Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer   | Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)                             |
| <b>12</b> | Drug-use or Possession | Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs   | Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment   |

|           | <b>Descriptor</b>                 | <b>Definition</b>   | <b>Example</b>  |
|-----------|-----------------------------------|---|---|
|           |                                   | contrary to their doctor's directions   |   |
| <b>13</b> | Weapons<br>Use or possession      | A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm  | Knife, toy gun, gun   |
| <b>14</b> | Combustibles<br>Use or possession | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage  | Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid  |
| <b>15</b> | Bomb Threat/False Alarm           | Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school   | The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.  |
| <b>16</b> | Concerning Sexual Behaviour       | Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability<br>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<br><br>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |

|           | <b>Descriptor</b>          | <b>Definition</b>  | <b>Example</b>  |
|-----------|----------------------------|--|---|
| <b>17</b> | eCrimes/Cyber exploitation | Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another | Stealing someone's identity and impersonating them online, sending sexually explicit images                                   |
| <b>18</b> | Academic Disengagement     | Student does not complete and/or submit summative assessment pieces or avoids exams                                | Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time |

|           |                              |             |          |                   |          |
|-----------|------------------------------|-------------|----------|-------------------|----------|
| Approver: | Vivian Savage<br>AP Pastoral | Issue date: | 19/03/25 | Next review date: | 19/03/26 |
|-----------|------------------------------|-------------|----------|-------------------|----------|