St John Fisher College
Student Behaviour Support Plan

SCHOOL MISSION AND VISION - TEACH CHALLENGE TRANSFORM

The pastoral care of our students is central to the St John Fisher College community. We believe that all members of our community are entitled to feel safe and to be valued. We are committed to engaging students in positive relationships with others in the community, and we engage Gospel values in this process. In dealing with behavioural issues, we focus particularly on the dignity of each human being, respect for others, compassion, the grace of forgiveness, reconciliation and treating others as you wish to be treated. Our mission is to provide guidance and education for all students so that they will truly come to live these Gospel values in their daily lives.

OUR SCHOOL CONTEXT

St John Fisher College in Bracken Ridge, Brisbane, is a Catholic girls' secondary school for Years 7 to 12. Established in 1981, the College is known for its strong academic performance and holistic education approach, promoting spiritual, social, and emotional growth. The school values respect, care, integrity, service, excellence, and inclusiveness, and is set on 13 hectares of green space, providing an ideal learning environment.

The College upholds high standards of behaviour and dress, which are strongly supported by parents. Students consistently achieve at a high level in their chosen pathways, whether academic or vocational, preparing them for success beyond school.

CONSULTATION AND REVIEW PROCESS

The Behaviour Support Policy of St John Fisher College is seen as a working partnership between students, staff, parents and the wider community. The Policy has been developed in consultation with the College community via whole staff feedback, Wellbeing Team meetings, College Leadership Team meetings, Student Leaders and parent feedback. A staff working group comprised of Leadership, Pastoral and College Support staff has guided this collaboration, driven by the Strategic Renewal process. The Draft Plan was distributed for comment and review.

At St John Fisher College, there are processes in place to regularly review data relating to student attendance and student incident reports. This data has informed the development of this Plan. The Plan is endorsed by the Principal and College Leadership Team and will be reviewed annually however, it is a living document that will be adapted as circumstances arise.

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. We recognise that all members of our community: students, parents, teachers, support staff and College Leadership, have certain rights and responsibilities. These include:

- the right to a holistic education
- the right to a safe and encouraging environment
- the right to respect
- the right to teach
- the right to learn

WE DO WHAT WE DO BECAUSE WE ALL BELIEVE THAT:
Schools **play a vital role** in developing the intellectual, physical, social, emotional, moral and spiritual well-being of young Australians.
Student behaviour support is a collaborative effort that requires the school to foster **positive partnerships** with students and families.
If Students are **engaged in learning,** they are less likely to engage in unproductive behaviours in the classroom.
For behaviour change to occur, educators must use **positive responses** that maintain and sustain teacher-student relationships.
As a whole community, we established these beliefs and must keep them at the CORE of all we do.

At St John Fisher College, we use the language of "the John Fisher Way". This is a way of acting, speaking, behaving and learning as a member of our community.

In practice, the John Fisher Way may be demonstrated by:

- Being engaged, prepared, and attentive learners.
- Showing respect, safety, and responsibility.
- Demonstrating resilience, confidence, and accountability.
- Taking risks, solving problems, and embracing learning.
- Being kind, and inclusive, and contributing to the community.
- Representing SJFC with pride in actions, words, and appearance.

All members of the St John Fisher College community are encouraged to focus on enhancing an environment of inclusivity where the values of respect, care, integrity and inclusiveness permeate all activities that we are engaged in. Through quality teaching and learning experiences students are challenged to make positive choices about their education.

Through processes of coordinated, early and targeted intervention, student wellbeing progress is supported and monitored by the following staff:

- Cultural Liaison Officer, Cultural Welfare Officer,
- Pastoral Care Teachers
- House Deans
- Learning Enhancement Teachers
- Academic Class Teachers
- Curriculum Area Leaders
- Guidance Counsellors
- College Leadership Team

Behaviour Support, in relation to creating an optimal learning environment, is at the core of business for all teachers. A safe, positive, and productive learning environment based on principles of consistency, fairness, and engagement supports effective teaching and learning. This starts in the classroom, with each and every individual student.

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.
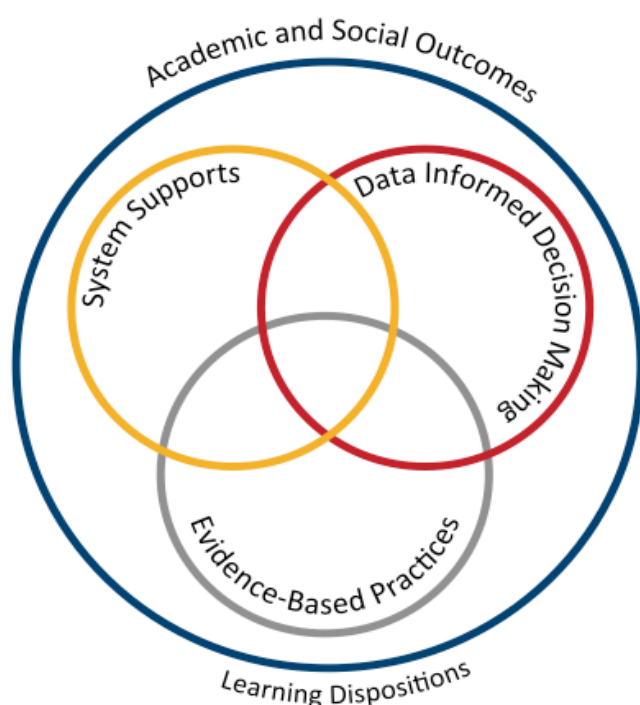

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).
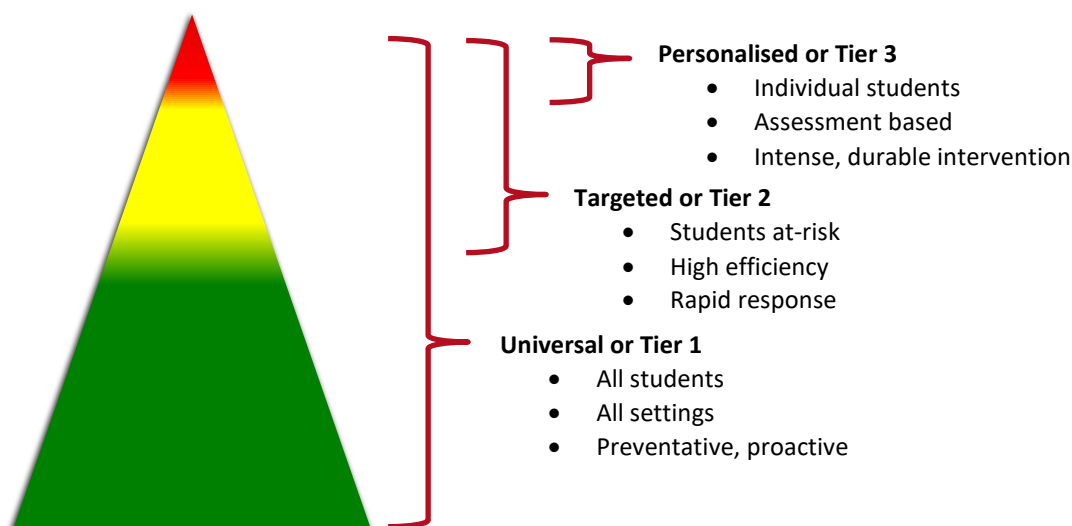
Tier 2 Targeted Supports:

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.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

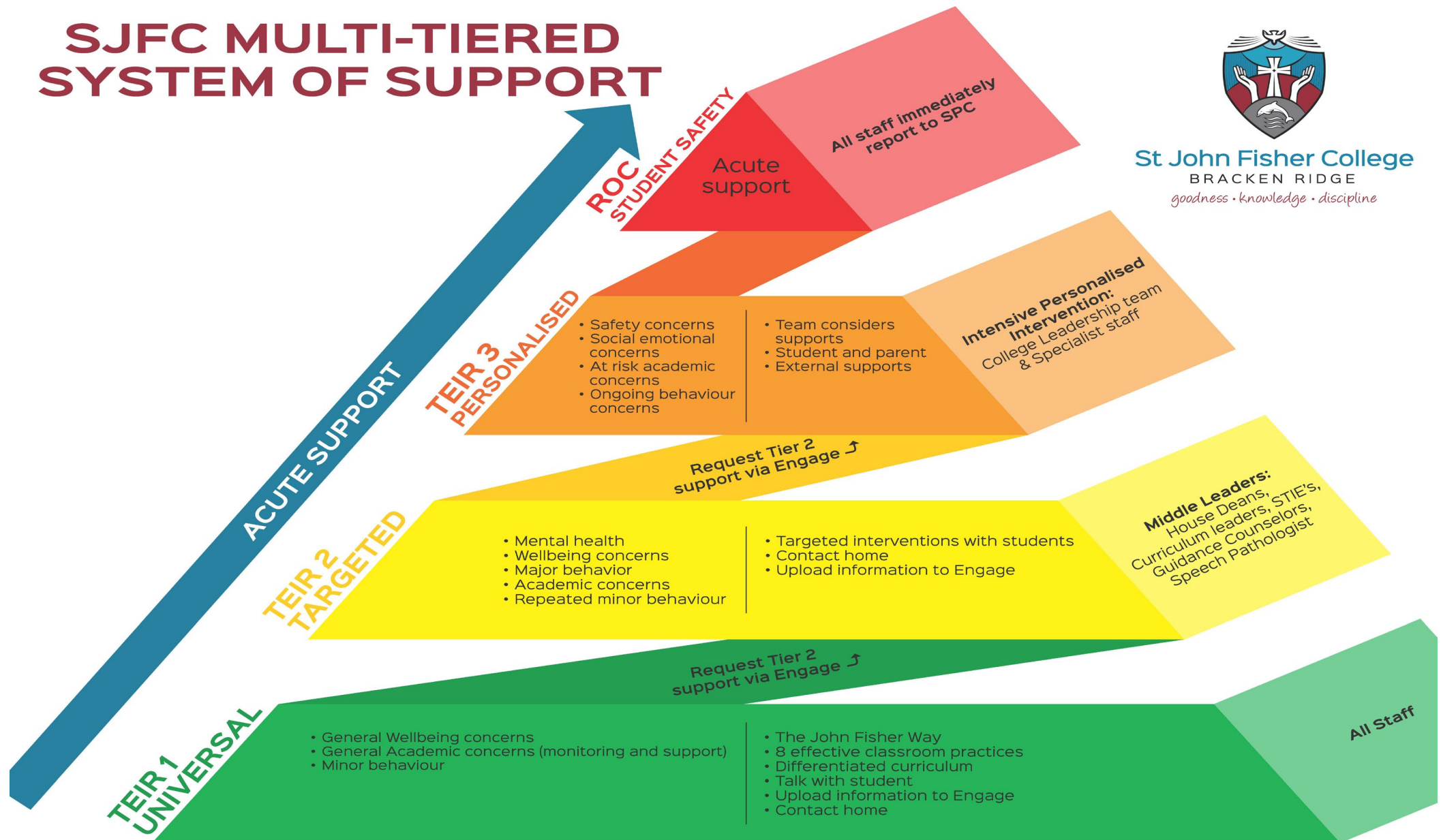**Personalised or Tier 3**
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

SJFC MULTI-TIERED SYSTEM OF SUPPORT

St John Fisher College
BRACKEN RIDGE
goodness · knowledge · discipline

ACUTE SUPPORT

ROC **STUDENT SAFETY**

Acute support

All staff immediately report to SPC

TEIR 3 PERSONALISED

- Safety concerns
- Social emotional concerns
- At risk academic concerns
- Ongoing behaviour concerns

- Team considers supports
- Student and parent
- External supports

Intensive Personalised Intervention:
College Leadership team & Specialist staff

Request Tier 2 support via Engage ⤴

TEIR 2 TARGETED

- Mental health
- Wellbeing concerns
- Major behavior
- Academic concerns
- Repeated minor behaviour

- Targeted interventions with students
- Contact home
- Upload information to Engage

Middle Leaders:
House Deans, Curriculum leaders, STIE's, Guidance Counselors, Speech Pathologist

Request Tier 2 support via Engage ⤴

TEIR 1 UNIVERSAL

- General Wellbeing concerns
- General Academic concerns (monitoring and support)
- Minor behaviour

- The John Fisher Way
- 8 effective classroom practices
- Differentiated curriculum
- Talk with student
- Upload information to Engage
- Contact home

All Staff

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

SJFC student support is founded on the practices of PB4L which everyone is involved in and invested in Universal support Level.

The main carer on a day-to-day basis for each student at St John Fisher College is the Pastoral Care (PC) Teacher. The PC teacher meets with students every morning and is responsible for their general wellbeing in the College. The PC teacher will refer issues to the House Dean (HD), Assistant Principal Wellbeing (APW) or other support staff when necessary. PC Teachers meet with HDs every week to discuss matters about student wellbeing. They refer to BI and ENGAGE Student Support System data to identify and support students at risk.

The Pastoral Team consists of the Deputy Principal, the Assistant Principal -Wellbeing, the House Deans, the Counsellors and the Support Teacher Inclusive Education. This team works in collaborative partnership to provide pastoral support for all students. The Wellbeing Team meets formally four (4) times within the fortnight as well as informally, to discuss matters relevant to student support. Meetings include two (2) x pastoral meetings and two (2) x Student Engagement meetings. The Team identifies students at risk through the use of BI and ENGAGE Student Support System data, and develops strategies to help them to thrive. College Counsellors are available for all our students.

The Counsellors will deal confidentially with any student or parent/guardian who seeks assistance. The Counsellors work in consultation with members of the Leadership and Wellbeing Teams to assist students with their needs. The Counsellors will also work in conjunction with the VET/Careers Leader regarding student enquiries related to career development.

The Support Teacher Inclusive Education is also available to support staff and students. The Support Teacher Inclusive Education assists in identifying inclusive practices that create effective learning environments for students.

At SJFC, we offer additional support to our students through our Campus Minister, Cultural Liaison Officer, and Cultural Welfare Officer.

An induction session is conducted for all staff new to the College on all aspects of the Right Relationships policies and procedures.

Staff professional development consistently incorporates PB4L, Functional Behaviour Analysis, Restorative Justice practices, digital literacy, and emerging student needs. This ongoing training strengthens staff capacity to implement our school-wide program effectively.

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 across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.
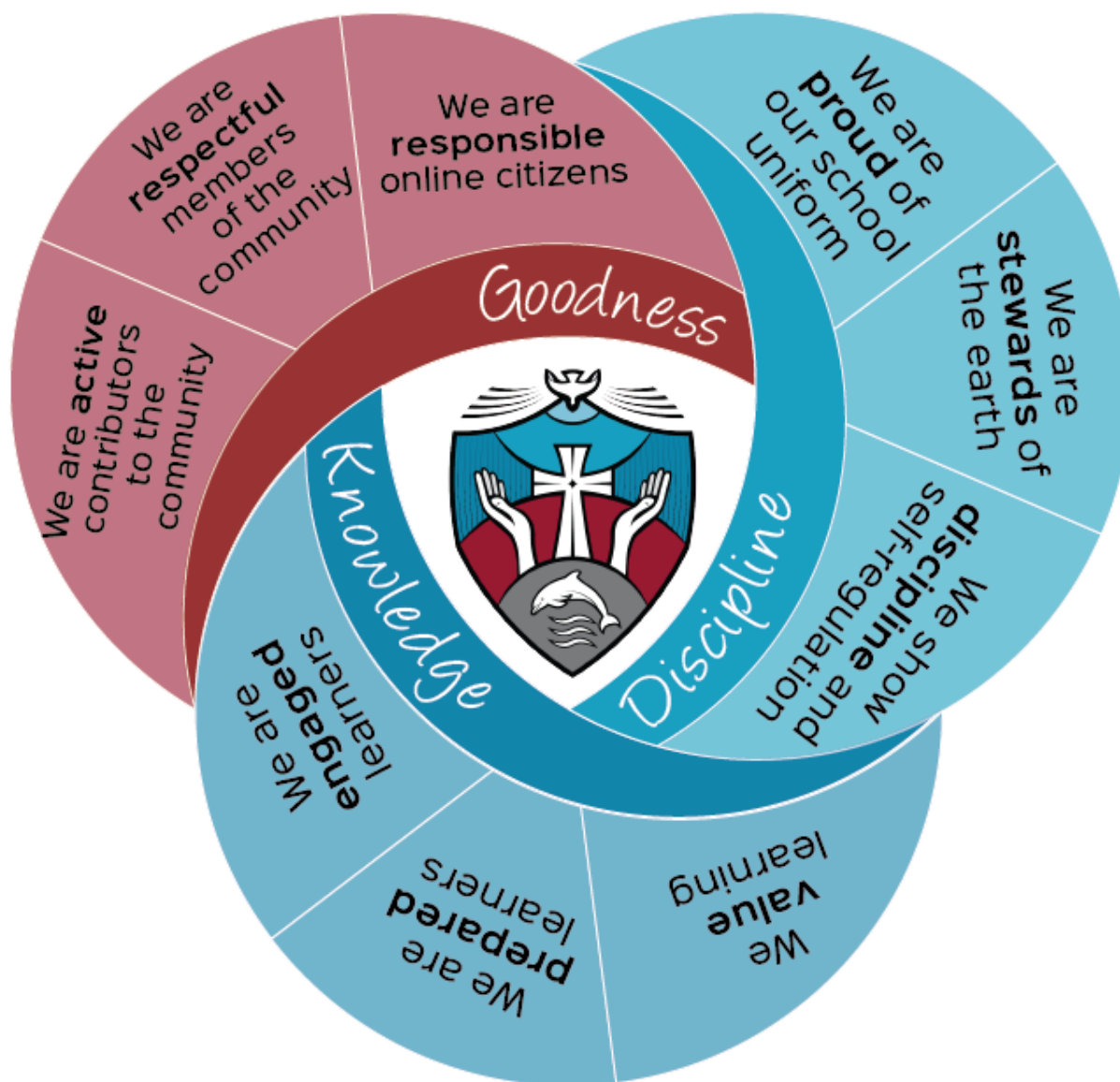
Our expectations are:

	BEHAVIOUR	BEHAVIOUR ATTRIBUTE
GOODNESS	**We are respectful members of the community**	• We communicate in a polite and respectful manner • We show gratitude by saying please and thank you • We are inclusive and respect peoples' differences • We listen actively when others are speaking
	We are active contributors to the community	• We make positive contributions to the community • We participate actively in College life • We represent the College with pride
	We are responsible online citizens	• We create a positive online environment and report inappropriate content • We protect the privacy of ourselves and others online
KNOWLEDGE	**We value learning**	• We follow classroom expectations • We allow others to learn uninterrupted • We maintain a minimum of 90% attendance • We follow the *College Assessment Policy*
	We are prepared learners	• We arrive to class on time • We have the necessary materials for learning • We have our planner and use it correctly • We bring our laptops to school fully charged
	We are engaged learners	• We are resilient learners who challenge ourselves • We complete all learning activities and submit assessments on time • We collaborate positively in group settings

DISCIPLINE	**We show discipline and self-regulation**	• We follow staff directions
		• We keep our hands and feet to ourselves
		• We are accountable for our words and actions
		• We stay in the boundary areas of the school
		• We follow the *College IT & Device Policy*
		  o We use laptops in the classroom or library
		  o We carry our laptops in a case
		  o We store personal smart devices in our locker

	We are proud of our school uniform	• We wear our uniform correctly • We wear our hats when outside • We keep our bags in our lockers until the end of the day
	We are stewards of the earth	• We place litter in the bin • We leave areas better than we found them • We take care of our own, other's and classroom resources

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.

The John Fisher Way

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
- School camps and retreats
- Pastoral care period, weekly throughout the year
- Time built into the first weeks of schools and reminder lessons at the start of each term.
- Assemblies – School, House, Year Levels
- FLAME Lessons
- New student orientation when needed
- Student leaders support younger peers

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
Personal & Social Development Program (FLAME) – Social skills and strategies for making friends, promoting wellbeing, resilience, personal safety, and drug and alcohol awareness.	Maintaining high expectations
Affirming students who have demonstrated positive behaviours through initiatives such as Fisher Friday	Reinforcing positive behaviours
Acknowledgment of students at whole school assemblies and/or in College Newsletter	Effective communication and sharing a common language about behaviour in our College community
Providing guidance and advice to students on how to show courtesy and respect for others.	Giving positive feedback on student work or behaviour.
Attending parent information evenings in order to develop partnerships with parents.	Assisting students with organisational skills and meeting deadlines.
Encouraging students to take responsibility for their actions and to seek solutions to their own problems.	Giving students extra tuition where necessary.
Encouraging students to participate in extra-curricular activities.	Encouraging students to participate in class activities

Referring students to staff who may assist them e.g. House Deans, the Counsellors, Assistant Principal/Deputy Principal, VET Leader.	Allocating to students areas of responsibility within the classroom.
Nominating students for awards at House assemblies.	Making appropriate modifications to assessment tasks where necessary.
Nominating students for awards at the Celebration of Excellence, Growth Awards Assemblies and Night of Excellence.	Providing opportunities for student success.
Connect before Correct	

Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.
- Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Examples of these interventions may include the following:
  - o Restorative Justice Processes
  - o Social Skills programs developed by the College Counsellors
  - o Adjustment to curriculum
  - o Use of AARA
  - o Additional support for completion of assessment
  - o Involvement of Support Teacher Inclusive Education and/or Guidance Counsellors.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Behaviour Wellbeing and Risk Assessment Tool
- Check in-Check out (Crone, Horner & Hawken, 2004)
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

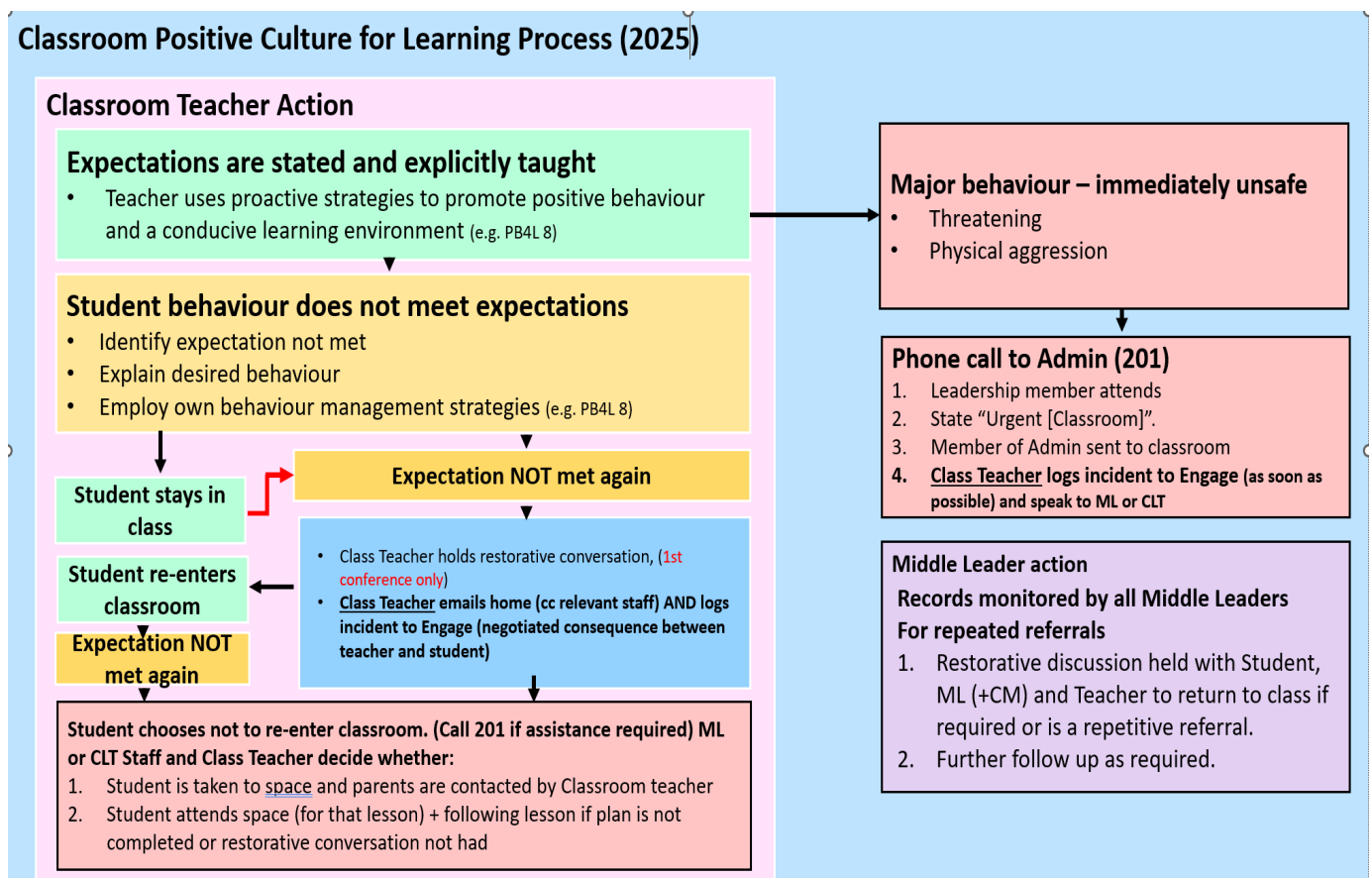| De-escalation	Problem-solving	Restorative
• Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual crisis support and management plan	• Teacher – student conversation • Work it out together plan – teacher and student • Teacher – student – parent meeting • Teacher – student – leadership conversation	• Student apology, ownership and accountability • Student plan completed with a restorative conversation • Student contributes back to the class or school community • Restorative conversation between student/s and teacher • Restorative Conference with all stakeholders

In addition, de-escalation crisis prevention and support strategies may include productive pedagogy to engage students, knowing our students and their triggers and de-escalation methods, cultivating positive rapport and relationships with our students.

Classroom Management Strategies that could be used:

- Bringing a student back on task by use of voice, gesture, eye contact, body language.
- Issuing a verbal instruction to a student to modify their behaviour.
- Separating a student from other students or repositioning them to a more suitable position in the room.
- Providing opportunities for a student to modify their behaviour.
- Giving a short period of time out within the immediate classroom environment.
- Recording instances of student misbehaviour in Engage.
- Communicating with parents via email/phone call.
- Directing a student to complete extra work during the lunch break or for homework.
- Directing a student to perform community service at lunch break
- Supervising the student at a lunch time detention.
- Contacting parents to resolve issues by working together in partnership. Schools should insert here or in their Appendix a flowchart/diagram of Responses in line with the PB4L framework and philosophy implemented by the school.

Classroom Positive Culture for Learning Process (2025)

Classroom Teacher Action

Expectations are stated and explicitly taught
- Teacher uses proactive strategies to promote positive behaviour and a conducive learning environment (e.g. PB4L 8)

Student behaviour does not meet expectations
- Identify expectation not met
- Explain desired behaviour
- Employ own behaviour management strategies (e.g. PB4L 8)

Student stays in class

Student re-enters classroom

Expectation NOT met again

Expectation NOT met again

- Class Teacher holds restorative conversation, (1st conference only)
- **Class Teacher** emails home (cc relevant staff) AND logs incident to Engage (negotiated consequence between teacher and student)

Student chooses not to re-enter classroom. (Call 201 if assistance required) ML or CLT Staff and Class Teacher decide whether:
1. Student is taken to space and parents are contacted by Classroom teacher
2. Student attends space (for that lesson) + following lesson if plan is not completed or restorative conversation not had

Major behaviour – immediately unsafe
- Threatening
- Physical aggression

Phone call to Admin (201)
1. Leadership member attends
2. State "Urgent [Classroom]".
3. Member of Admin sent to classroom
4. **Class Teacher** logs incident to Engage (as soon as possible) and speak to ML or CLT

Middle Leader action
Records monitored by all Middle Leaders
For repeated referrals
1. Restorative discussion held with Student, ML (+CM) and Teacher to return to class if required or is a repetitive referral.
2. Further follow up as required.

Classroom Leadership Strategies (universal supports to maximise learning)	
Effective pedagogy to maximise learning, such as: • **Threshold Procedures**: students line up outside classroom; teacher greets students as they enter • **Entry & Exit Structures**: using first 3 and last 5 minutes effectively to set, engage and check learning intentions and success criteria • **Purposeful Seating Arrangements**: designed for learning activities (flexible and dynamic) • **Behaviour Questions**: developing and using consistent questions to ask regarding behaviour, such as What are you doing? What is the impact? What should you be doing? What should happen now? • **Student Planner**: use effectively to support learning. Subject teacher embeds diary usage into lesson planning; parents/carers to sign pages referring to policies and expectations; and Pastoral Care Teachers to check periodically. These strategies are used to ensure a safe and supportive learning environment. They are proactive ways to set high expectations and clear boundaries. Some of these strategies may be suitable across the year levels.	

Positive Culture for Learning Strategies in Response to Inappropriate Behaviours	
Level 1: All Teachers	
Behaviours	**Responses**
• Misuse of technology • Inappropriate behaviour in class • Disrupting learning • Non-submission of homework • Non-participation in school activities • Poor application and conduct	• Reestablishment of expectations • Verbal warning • Consequence determined by classroom teacher • Contact home by teacher • Inform appropriate ML • Record concerns on Engage • Restorative conversation
Level 2: Middle Leaders/Classroom Teachers	
Behaviours	**Responses**
• Peer conflict • Continued refusal to participate in school activities • Continued behavioural challenges • Continued failure to meet subject requirements • Late or non-submission of assessment/ plagiarism • Serious abuse of technology • Continued poor application and conduct	• Reestablishment of expectations • Verbal warning • Consequence determined by Classroom Teacher or ML • Phone call to parent • Check in/Check out • IBP • Meeting with parent • Record concerns and outcomes on Engage • Restorative conversation/meeting
Level 3: College Leadership Team/Middle Leaders	
Behaviours	**Responses**
• Physical intimidation of students and teachers • Behaviour considered major on SBSS (Engage) • Extremely abusive or obscene behaviour with intent to harm or intimidate • Truanting • Persistent school refusal	• Internal suspension • External suspension • IBP • Reconsideration of enrolment • Enrolment re-entry interview • Record concerns and outcomes on Engage • Restorative conversation/meeting

Vaping

QLD Law states that vapes and other smoking products are illegal for minors (under the age of 18). The College will maintain our strong stance on vaping and smoking illegal substances for all students at SJFC. The risks of vaping are high, and we will take the matter seriously to create and maintain a safe place for the students of SJFC. The bathrooms are to be used for their intended purpose and no students are to congregate and loiter for any other purpose and are obliged to report any inappropriate behaviours. Any student caught with a vape, associating with someone who is vaping or providing vapes to minors will be addressed according to the seriousness of the matter as per the College Behaviour Support Policy – major behaviours.

Any students who is present while a student is vaping, will be considered to have been complicit and outside of the values of SJFC. Our expectation is that the student/s would leave the area immediately and report the incident of vaping to House Deans of the Teacher on duty. The College will take a strong stance on this breach of the policy. Students' health and safety is an important priority.

5. BCE Formal Sanctions

Detention process

At St John Fisher College, teachers may issue a student detention for unproductive student behaviours by indicating to students the immediate consequences for such behaviours. Parents/caregivers will be notified if behaviours persist.

Middle Leaders of College Leadership Team members may also issue an after-school detention negotiated with parents/caregivers. Afternoon detentions will be supervised by a Middle Leader or member of CLT.

Teacher detentions occur during non-class time including break times, and are supervised by the teacher issuing the detention, or a nominated middle or senior leader, and the time may be used to:

- Repair relationships
- Apply restorative practices
- Make plans for appropriate behaviour
- Complete classwork
- Rehearse alternative behaviours

Suspension process

At St John Fisher College the Principal or Principal Delegate may suspend a student for:

- persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse,
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of others,
- breach of the College's Student Behaviour Support Plan,
- students who seriously break College rules.

Suspension of student enrolment may occur 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.

A suspension of student enrolment may occur at the discretion of the Principal or Principal's Delegate and is communicated to parents/caregivers. The House Dean or Assistant Principal -Wellbeing coordinates the process of the suspension on the Principal's behalf including notification of Suspension via phone call and then an official Suspension Letter generated through Engage, creation of a Suspension record in Engage, ongoing communication with parents/caregivers, facilitation of the re-entry process and coordination of support for the student going forward. Students to complete a Return to School Plan before the re-entry meeting.

Exclusion

At St John Fisher College the Principal may recommend Exclusion as a last resort when other behavioural supports outlined in the Student Behaviour Support Policy have been unsuccessful. They may consider Exclusion with the following considerations:

- 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,
- to remove the student from an established environment in which unproductive behaviour patterns have become entrenched,
- to 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.
  NB: For appeals, St John Fisher College aligns to Brisbane Catholic Education processes.

Appeals Process

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

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

Our College seeks to affirm each student's worth, dignity and vocation. Bullying contravenes this goal and may interfere with a student's right to strive for excellence in all dimensions of life. Bullying involves the misuse of power, position and privilege. It involves intimidation, coercion and deliberate control and can take several forms - physical, verbal, social, psychological and cyberbullying.

All students in our College have the right to an education free from humiliation, harassment and abuse. Bullying affects the whole College - not just the perpetrators and the victims. It can damage the atmosphere of a classroom, cause division in the playground, involve other members of students' families and can thus affect the climate of the whole College community. Bullying does not meld with the Vision of this College:

The St John Fisher College Community is inspired by God's Spirit and the Catholic faith tradition to live, to love and to learn with respect for truth, the courage to seek justice, the gift of peace and the grace to forgive as we respond with equal dynamism to society's challenges today and tomorrow. Mutual respect is the foundation of all relationships at St John Fisher College. We believe in the fundamental Gospel value of treating others as we

would like to be treated. We do not support bullying behaviours and are committed to being proactive and thorough in responding to bullying behaviours.

Any reports of bullying at St John Fisher College will be treated seriously and investigated promptly, fairly and impartially. Our College reports incidents of bullying and harassment in all environments including online, and monitors this through recording of behaviour incident data in the bullying register in the Engage Student Support System. We track and analyse this behaviour incident data to detect patterns of bullying and harassment.

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.

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

Every staff member undertakes mandatory professional learning to recognise the signs of bullying, harassment and cyberbullying. Staff have also engaged in sessions about the implementation of PB4L within the College, touching on topics of bullying and harassment. Staff also engage in online learning, completing the PB4L Effective Classroom Management modules. Some staff have also been trained in the AMAYDA Resilience training that focuses on bullying and harassment.

2. Teaching about Bullying and Harassment

At SJFC we embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Class teachers establish classroom routines and expectations that reflect our College matrix and treatment of others – including bullying and harassment.

Through the General Capabilities in the National Curriculum, Brisbane Catholic Education Religious Education Curriculum, Brisbane Catholic Education Catholic Perspectives continuum and our Learning Dispositions as well as the John Fisher Way, we promote a proactive approach to bullying and harassment in a school environment.

We achieve this through the:

- Years 7-12 Personal Social Development Program
- Explicit teaching of the Personal and Social Capabilities of the Australian curriculum
- Explicit teaching of the Health and Physical Education national curriculum
- Embedding BCE Catholic Perspectives in all teaching areas
- Engagement of restorative mini-chats, restorative chats, and restorative conferences
- Explicit teaching multiple times throughout the year, of the Behaviour Matrix
- Using circle work to resolve class, year level, playground, or social issues
- Spirit Days (RUOK, Child Protection Week, Mental Health and National Day of Action Against Bullying and Violence.
- Assemblies: Year level, House and whole College
- Engagement with guest speakers for staff, parents, and students

3. Responding to Bullying and Harassment

The College uses the **5 Rs** Framework to respond to Bullying and Cyberbullying:

1. **RECOGNISE:** the College community is educated (professional learning, HPE and FLAME lessons) to recognise the signs of Bullying and Cyberbullying,

2. **REPORT:** The College community is educated about to whom they should report their Bullying concerns: Pastoral Care Teacher, House Dean, Classroom Teacher, Guidance Counsellor,

3. **RECORD:** Staff are educated and provided access to the ENGAGE platform to document reports of Bullying,

4. **RESPOND:** The College responds to reports of Bullying and Cyberbullying. The College's PD Program and Assemblies are used to educate students and the community about Positive Behaviours and responses to Bullying and Cyberbullying. The Guidance Counsellors, Pastoral Care Teachers, Classroom Teachers or House Deans can offer individual supports for students who want to report and respond to Bullying and Cyberbullying. The College engages parents and caregivers with the House Deans, the Guidance Counsellors, and the CLT in meetings to gather information, and to plan for appropriate supports for the students who are bullied, the students who bully, and the students who are bystanders.

5. **REVIEW:** The House Deans and Guidance Counsellors lead the review of students involved in bullying and cyberbullying incidents, and the CLT, House Deans and GC lead the review of strategies and education about Bullying and Cyberbullying.

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

- ➢ **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

- ➢ **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

- ➢ **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- ➢ **Determine** if this is an incident of bullying 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 St John Fisher College, we embed the PB4L framework, building a restorative practices environment to create a safe, supportive, and inclusive College to prevent bullying and harassment.

The implementation of the following strategies is used to support the development of a positive inclusive environment for learning through:

- Student Assemblies: Student bullying and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted. This will be done through the reminder of expected behaviours, a school-wide weekly behaviour focus (FISHER Friday), consistent language referring to the Behaviour Matrix, year level assemblies focussing on student concerns, National Day of Action, Harmony Day etc.
- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourages, prevents, identifies, and responds effectively to student bullying behaviour. For example, BCE mandatory training modules, PB4L 8 Effective Classroom Practices and Responses modules, Anchorage Training, Child protection, access to Bullying No Way! Resources, Wellio resources, whole College meetings.
- College staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Examples of this include, twilight, professional learning workshops, external providers when appropriate, access to resources provided by the Bullying No Way! Program, ANCHORAGE program and Wellio resources.
- New and casual staff will be informed about our College's approaches and strategies to prevent and respond to student bullying behaviour in the following ways: staff induction days, education on the Behaviour Matrix, BCE mandatory training modules on Bullying and Harassment and Child Protection, formal meetings post-induction day with AP – Wellbeing, House meetings on a weekly basis. Details are also included in the relief folders for casual staff.
- Communication with parents: Our College will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent understanding of how our College addresses all forms of bullying behaviour e.g. email correspondence including links to esafety resources and webinars, Parent information evenings, House Dean communication, social media posts, College Newsletter.
- Explicit promotion of social and emotional competencies among students: Through FLAME lessons, incursions, assemblies (whole school, House, year level), HPE Curriculum, and Catholic Perspectives across learning areas.
- Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (combining the use of the Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs).

Key contacts for students and parents to report bullying

Principal	Britt Gurnett	3269 8188
Deputy Principal	Caitlin Douse	3269 8188
Assistant Principal - Wellbeing	Deanna Turner	3269 8188
Bridgeman House Dean	Kirralee Cabrera	3269 8188
McAuley House Dean	Kirsty Kingston	3269 8188
Quinn House Dean	Bernie Toohey	3269 8188
Rochester House Dean	Elizabeth Edwards	3269 8188

Cyberbullying

Cyberbullying is treated at St John Fisher 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.

The College keeps parents/carers educated and informed with Newsletter articles and parent information nights, about appropriate use of technology, their role in supervising and monitoring student device use, options open to parents, and who to contact should they encounter content online which is concerning. Parents are regularly referred to the eSafety Commissioners eSafety Guide.

If students are being harassed online, they should take the following actions immediately:

- Block and stop all communication and interactions online immediately.
- Never reply to harassing messages.
- Keep a record. Save any harassing messages and record the time and date that you received them.
- Advise your Service Provider. Most service providers have Appropriate Use policies that restrict users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.
- Report any cyber abuse to the eSafety Commissioner via the website https://www.esafety.gov.au/report
- Report to police. If the bullying includes physical threats, tell the police.
- Tell an adult you trust - someone who can help you to do something about it. For further information and support, you can access the eSafety Commissioner: https://www.esafety.gov.au/

The College takes cyber-bullying seriously in the same way we view face to face bullying. Our process is essentially the same:

- We Listen to concerns raised
- We Collect information from a range of sources as available,
- We Contact parents/carers and appropriate school personnel
- We Determine what has occurred and if it is indeed an incident of bullying/harassment
- We Record the incident as required
- We Respond in accordance with our Student Behaviour Support processes
- We Plan appropriate responses
- We Follow-up and gather any further information that might inform future steps.

Resources

The Australian Curriculum ⧉ provides the framework for your school's anti-bullying teaching and learning activities.

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

- Bullying NoWay
- Office of the eSafety Commissioner
- *Be You Programs Directory*
- *STEPS*
- ANCHORAGE Programe
- Wellio Resources

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.

Data is analysed by College Leadership, Middle Leaders and Pastoral Care teachers, and data is shared with staff during staff, House, Middle Leaders and PLC meetings throughout the year when appropriate. Tier 1 team analysis data to make informed decisions around behaviours of concern to then develop a goal and processes in order to reduce the behaviour.

All minor and major behaviours as well as conversations with parents/students is recorded on ENGAGE. SJFC uses behaviour data to make informed decisions about areas of focus. This information is also valuable for developing IBP for specific students as well as cohort education.

Wellbeing Team (House Deans, Guidance Counsellors, Learning Support and College Leadership Team) meet fortnightly to discuss students of concern using data gathered through Engage and the BI Tool looking at attendance and behaviour concerns.

Attendance records are used as a useful data source to support wellbeing and support plans for those students who need a more targeted approach to attendance.

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Relevant Brisbane Catholic Education Policies

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

APPENDIX A - BEHAVIOUR DEFINITIONS

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students 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

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching

3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)

12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time