

St Clare's School, Tully



Whole School Behaviour Support Plan

APPROVAL DATE: 2024

NEXT REVIEW DATE: 2027

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1. Purpose

St Clare's School Tully is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors.

This Whole School Behaviour Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

Its purpose is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

2. School Mission and Vision

Our Vision:

A school community enriched by a lived encounter with the values of faith, knowledge, community and respect.

Our Mission:

- Provide a world class education for every student, enriched by Catholic tradition, in partnership with families and the wider community;
- Promote and commit to positive relationships, characterised by our school values of faith, knowledge, community and respect and contribute to the common good;
- Develop lifelong learners, effective and respectful communicators, who are able to collaborate and think critically;
- First Nations communities and families are honoured, their cultures and beliefs are acknowledged and respected.

3. Our School Context

With a healthy enrolment of around 170 students, our school is valued by the local community, with strong links to it and a great reputation for providing a quality education for all students. In 2018, the school and community celebrated St Clare's 90th Anniversary with three days of events that drew current and past students, staff, parents and friends from near and afar. Tully is a coastal town on the Cassowary Coast situated about 135 kilometres south of Cairns. The Cassowary Coast region's population is almost 29 000. Students attend St Clare's from Tully, Cardwell, South Mission Beach, North Mission Beach, Wongaling Beach, El Arish and other smaller communities on the Cassowary Coast.

4. Consultation and Review Process

St Clare's School, Tully developed this plan in consultation with the school community. Consultation occurred through the MTSS-E Team, staff meetings, meetings with the Parents and Friends Committee, our School Board and distribution of the draft plan for comment and review. It will be reviewed at least every three years.

SECTION A: Our Student Behaviour Support Systems

1. Our Beliefs About Student Behaviour

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

At St Clare's, we believe:

- Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.
- There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships and are respectful of diverse and cultural belief systems.
- Students are always encouraged to be lifelong learners, be effective and respectful communicators, who do the best they can. The teacher's role is to teach and facilitate this behaviour.
- Faith, Knowledge, Community and Respect is central to everything we do.
- Students have the right to receive a world class education

2. Our Whole-School Approach; a Multi-tiered Systems of Support (MTSS)

What are Multi-tiered Systems of Support?

MTSS is a framework (Diagram 1) for schools that use a systematic 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.

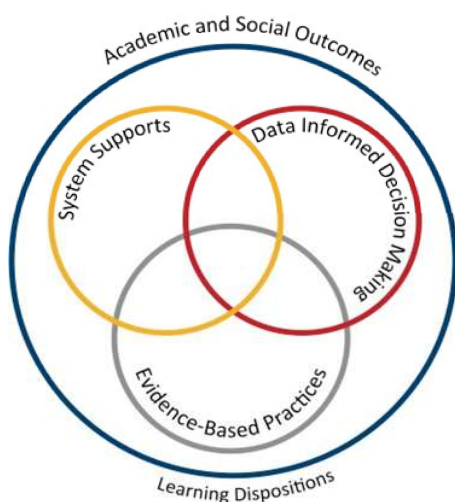


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Continuum of Support and Key Features

An important component of MTSS 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.

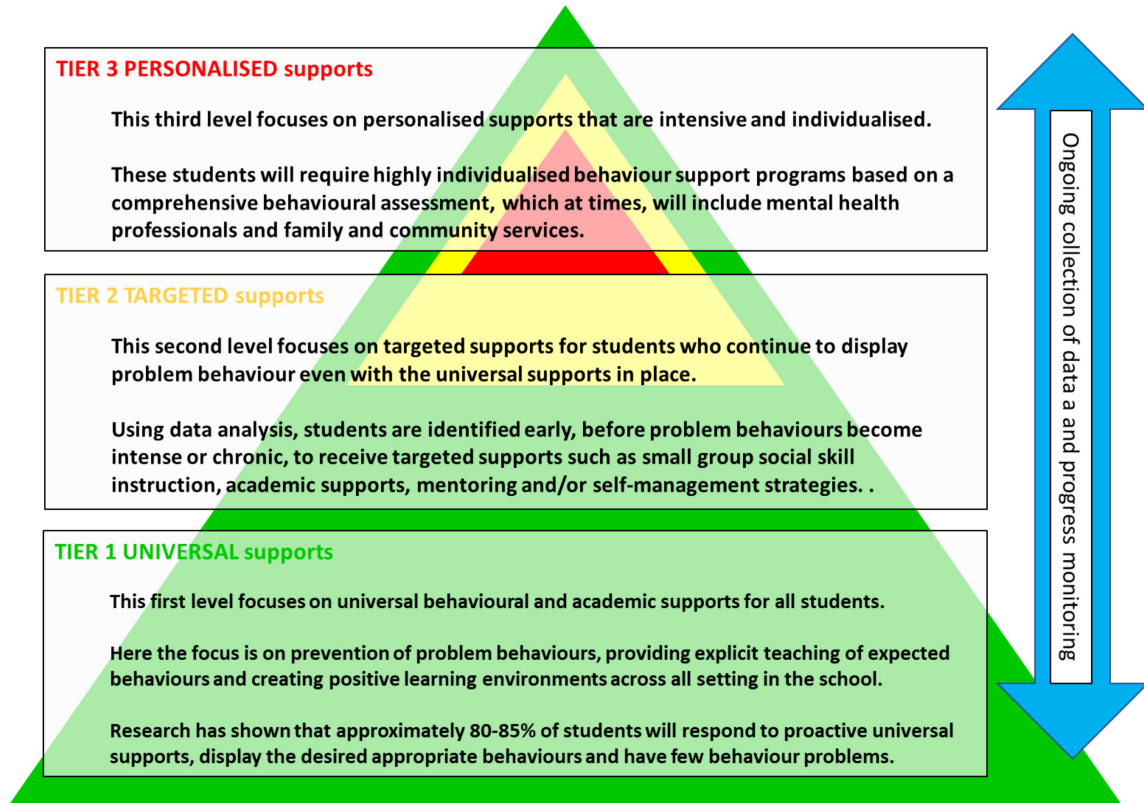


Diagram 2: Multi-Tiered Systems of Support (MTSS)

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 Staff

Minor Behaviours

Support staff deal with minor behaviours and report these to the classroom teacher. Teachers are responsible for making contact with parents/carers when necessary and recording incidents on Engage. Consequences are generally dealt with at a classroom level. However, if minor behaviours continue, they are escalated to a member of the Leadership Team and the School Counsellor is consulted when required.

Major Behaviours

All major behaviours are to be directly dealt with by a member of the Leadership Team, in consultation with the classroom teacher. Parent communication is to be handled by a member of the Leadership Team.

St Clare's MTSS-E Team

The St Clare's MTSS-E Team meets three times per term to analyse behaviour data from Engage to ascertain current behaviour trends and to amend any procedures as they arise in consultation with the Principal. This information is regularly communicated back to the whole staff. This process happens under the guidance of the CES MTSS-E Team.

Other support structures in place include:

- Professional Learning Teams (PLT)
- The Resilience Project (starting 2024)
- Mentor Teaching Program for Early Career Teachers

Positive Feedback and Reinforcement

The staff of St Clare's are committed to promoting and coaching students to choose responsible behaviours. We believe that the most effective method of this includes:

1. Making expectations explicit through teaching and regularly revising and referring to them
2. Acknowledging students doing the right thing
3. Providing behaviour specific feedback
4. Using positive reinforcement through applying consequences for good choices

Students are not born responsible - they learn responsibility. St Clare's is committed to building a school environment that enhances responsibility and cooperation. It is a positive approach which results in students being positive and enthusiastic about school and keen to cooperate with teachers. Teachers may implement some of the following strategies in their classroom or in the playground:



Positive Reinforcement Options	Supporting Positive Behaviours
<ul style="list-style-type: none"> • Verbal (praise/acknowledgement) • Stickers, stamps • Bank accounts (money, stickers) • Raffle tickets • Written comments (email, note) • Thumbs up • Marble jar • Star Cards System • Points for groups • Treasure box • Positive time out • Sports/games • Privileges • Principal visit (for Heart of St Clare card) • GEM Award (school captains) • Class Gratitude Jar 	<ul style="list-style-type: none"> • Essential Skills Classroom Profiling (see Appendix) • Seating arrangement • Negotiate rules with class and display • Identify students' strengths and interests to redirect behaviour • Teach emotional regulation skills e.g. Zones of Regulation • Buddy class time • Peer mentors • Check In Check Out Card • Uniform Breach Card

These are just some of the ideas that are used within each class to promote good behaviour with a view to developing self-discipline.

4. Rights and Responsibilities of School Community Members

Students

RIGHTS	RESPONSIBILITIES
<i>Students have the right to:</i>	<i>Students have the responsibility of:</i>
Be treated with courtesy and respect	Treat others with courtesy, respect and use manners
Work in a clean, safe, and positive environment	Contribute to a clean, safe and positive environment
Learn without disruption	Follow instructions and be considerate and tolerant of others
Have their property respected	Work to the best of the ability
Be proud of their achievements	Be attentive and cooperative at all times

Express themselves freely	Respect the property of others
Develop and grow to their full potential	Participate fully in their education program
Be able to report to someone if they feel unsafe	Act in a manner which shows pride in themselves and our school

Staff

RIGHTS <i>Staff have the right to:</i>	RESPONSIBILITIES <i>Staff have the responsibility of:</i>
Be treated with courtesy and respect	Provide pastoral care to the whole school community
Work in a clean, safe and positive environment	Ensure that the school environment is positive and safe
Teach without disruption	Ensure good organisation and planning
Manage students in learning environment	Provide relevant and challenging educational programs
Be supported by the whole school community	Support the school's ethos, policies and procedures
Be provided with PD, support and coaching with managing student learning	Establish and maintain avenues of communication with parents
Use professional judgement in catering for the needs of students	Adhere to the Employee Code of Conduct

Parents

RIGHTS <i>Parents have the right to:</i>	RESPONSIBILITIES <i>Parents have the responsibility of:</i>
Be treated with courtesy and respect	Encourage and expect their child to respect school, staff, property and rules
Feel welcome in our school	Ensure that their child has appropriate materials needed for learning and correct uniform
Be informed about their child's progress	Support the teachers in their efforts to form good work and behaviour patterns
Have any personal information treated confidentially and privacy respected	Monitor their child's progress
Expect their child to participate fully in his/her educational program	Be supportive of the school's ethos, policies and procedures
Be given the opportunity to express their views/ opinions on school related topics	Consult with school personnel with respect and courtesy at a mutually convenient time
Take an active role in P & F and School Board	Respect the privacy of other students and staff
	Act in accordance with the Diocesan Parent and Volunteer Code of Conduct

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

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:

- Faith
- Knowledge
- Community
- Respect

Our Student Expectation Matrix and Staff Agreed Practices Matrix (Appendix A) 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.

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.

3. Feedback: Encouraging Productive Behaviours for Learning

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.

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

Our school acknowledges student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards. The efforts of staff members are also acknowledged at whole school assemblies, staff meetings and/or are written in our school newsletter, and in our Weekly Focus on the staff portal.

The encouragement strategies in place for school and classroom include:

- Weekly focus on school values
- Classroom practices that encourage expected behaviours (from classroom teacher)
- Weekly student awards which are based on a value
- Daily Star Cards handed out (three per staff member per day)
- Three star cards drawn on Assembly each Friday
- Whole class reward each term based on Star Card points
- Individual class encouragers
- Principal Award (Heart of St Clare's)

- Weekly GEM Award (from school captains)
- Annual awards - Character Awards, Academic Achievement Awards, Outstanding Progress Awards, Spirit and Outstanding Sports Awards
- Whole school acknowledgement of sports achievements and academic success at assembly, in newsletters and on school social pages.

4. Students with Additional or Complex Needs

As an inclusive community, it is acknowledged that students with additional or complex needs may require additional support to meet behavioural expectations so that they, and others, are safe, learning to their potential, and can form positive relationships. Students with additional or complex needs will still need to meet behavioural expectations.

Student support practices in the school seek to facilitate the development and exercise of responsible self-discipline among students. They also seek to promote the wellbeing and good order of the school community. All students, including those with complex or exceptional needs, are required to meet appropriate behaviour expectations. Where required, students may access the school counsellor to assist in addressing some needs. (Student Counselling Referral Form in Appendix D)

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 interventions 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 support has 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:

- Social Skills Clubs/Groups delivered by the School Counsellor
- Chess Club competition
- Touch Football competition
- Buddy Class activities
- Restorative Justice

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 MTSS-E.

Personalised supports currently on offer at the school include:

- Individual Behaviour Support Plan
- Personalised behaviour system that is followed consistently
- School Counsellor support services
- Diverse Learning Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Consistent parent, Principal and class teacher communication



5. Feedforward: Responding to Unproductive Behaviours

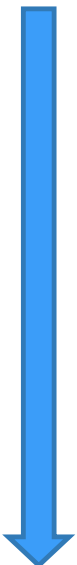
Even with our positive approach to teaching and supporting expected behaviours for learning, student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that consider:

- consistency
- least intrusive strategy
- specific, yet brief
- quiet, respectful interaction with the student
- refocus class if needed

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under 4 evidence-based approaches:

<p>Least Intrusive</p> 	<p>INDIRECT Instructional strategies</p>	<ul style="list-style-type: none"> • Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately • Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour. • Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary. • Cueing with parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving appropriately who is nearby to a student behaving inappropriately. Praise the student after behaviour has been corrected.
		<ul style="list-style-type: none"> • Verbal redirection - this interaction should ideally

Most Intrusive	DIRECT Instructional strategies	<p>use the language of the school's expectations, matching the response to the frequency and severity of the behaviour</p> <ul style="list-style-type: none"> - Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8) - Questioning to redirect - Rule reminder - Re-teach behavioural expectations. - Provide choice (ESCM 9) (provide statement of two alternatives, the preferred behaviour and a less preferred choice). <ul style="list-style-type: none"> • Follow-through (ESCM 10) – supervised time-out in/out of classroom, logical consequence applied (leads to problem-solving and restorative steps outlined below)
	Problem-solving	<ul style="list-style-type: none"> • Teacher – student conversation • Work it out together plan • Teacher – student – parent meeting • Teacher – student – leadership conversation
	Restorative	<ul style="list-style-type: none"> • Student apology • Restitution / repair • Restorative justice session
De-Escalation		<ul style="list-style-type: none"> • Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Implementation and management of Individual Behaviour Support Plan

N.B. Please refer to the Essential Skills for Classroom Management Appendix C.

The above table shows examples of the ways in which we respond and are not designed as a list of prescribed approaches to unproductive behaviours. The responses may include examples from one or all domains.

6. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances.

These additional sanctions comprise:

- Restorative Justice
- Removal from extra-curricular activities
- Suspension (internal and external)
- Re-Entry
- Exclusion (in consultation with Director of School Effectiveness and Executive Director)

Behaviour May Include	Possible Consequences	Managed By
<p>Minor Incident of inappropriate behaviour:</p> <ul style="list-style-type: none"> ● Ignoring instructions and direction ● Lateness to class ● Littering, Swearing, teasing ● Uniform/hat/jewellery ● Technology violation ● Playing in out of bound areas ● Disrespect for school resources/property ● Disruption of teaching and learning (calling out, disengaged in work) 	<ul style="list-style-type: none"> ● Reminders of expectations ● Buddy class ● Verbal negotiation ● Loss of lunchtime privileges ● Consultation and reflection with teacher ● Contact with parents 	<p>Class Teacher</p>
<p>Inappropriate behaviours at this level include:</p> <ul style="list-style-type: none"> ● Repeated defiance ● Inappropriate use of technology (school devices, mobile phones, or other electronic devices) ● All forms of harassment such as repeated name calling, teasing, ostracising, derogatory comments (including through use of technology) ● Strong verbal abuse towards students and staff 	<p>Staff and support responses may include:</p> <ul style="list-style-type: none"> ● A monitoring program developed and implemented between teacher, student and parent. ● Restorative justice meeting ● Peer mediation ● Referral for support from specialist staff ● individual Behaviour Support Plan ● Restitution ● Parent Contact ● Non attendance at extracurricular activities 	<p>Teacher and Parent</p>
<p>Inappropriate Behaviour at this level include:</p> <ul style="list-style-type: none"> ● Continued Behaviours above ● Stealing ● Truancy ● Physical and/or verbal aggression towards students and staff ● Intimidation and/or harassment of staff (including through use of technology) 	<ul style="list-style-type: none"> ● Parent interview ● Review of IBSP ● Non attendance at off campus and/or extracurricular activities (at Principal's discretion) ● Referral to outside agency ● Police notification ● Suspension ● Restorative conference on return from 	<p>Teacher, parent and principal or other support staff</p>

<ul style="list-style-type: none"> • Pornography • Vandalism • Sexual Harassment/ Misconduct 	suspension	
<p>Inappropriate behaviour at this level includes:</p> <ul style="list-style-type: none"> • Extreme or continued behaviours above • Supply or possession of drugs • Use or possession of a weapon • Violent assault 	<ul style="list-style-type: none"> • Parent interview • Review of IBSP • Non attendance at off campus and/or extracurricular activities (at Principal's discretion) • Referral to outside agency • Police notification • Suspension • Recommendation for exclusion 	Teacher, parent and principal or other support staff and CES staff as per guidelines

Re-entry

The re-entry process is key to growth and in providing an opportunity for the student to change or modify their behaviours. Before a student re-joins the learning group, activity or playground, they must be able to articulate what mistake they made (bad choice) and what they should have done. They are invited to re-join if they agree to the established expectations and can articulate what will happen should they choose bad choices within a set time frame. The child only re-enters once the teacher is satisfied that the student understands what they are to do should they re-join the learning or play. Students are not to re-enter without this process.

Teachers ask:

- What did you do? What wrong choice did you make?
- Which value expectation did you not meet? What else could you have done?
- What do you need to do if you re-enter the class?
- If you choose the wrong choices again, what do you think will happen?

7. Bullying and Cyberbullying – Information, Prevention, and School/ College Responses

a. Definition

Bullying is the “**repeated** oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons” (Rigby, 1996). Bullying is when someone gains power over another person by hurting or

harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to 'pick on' someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, SMS, social networking, photographs, and web pages. A bystander is a person who witnesses a bullying incident as an onlooker. At St Clare's School, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is also deemed to be bullying. Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional (covert): excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

b. Response

Investigating Potential Bullying

When there is need for an investigation, regardless of the source of the alleged bullying, the following procedures will be followed:

- 1.** St Clare's School adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. These decisions will be made on an individual case basis. The incident, if deemed not to be bullying, will be referred to the classroom teacher so that the incident can be tracked according to the Whole-School Student Behaviour Support Plan.
- 2.** If bullying is identified, leadership team members may choose to use the following methods with the children involved: a. De-escalation Responses b. Problem Solving c. Restorative Conference d. Formal Sanctions. A record of the incident is kept on file.
- 3.** Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan.

c. Positive, Proactive Anti-Bullying Approaches at St Clare’s School

- Mandatory Training required of all staff
- Adopt A Cop visits
- Promotion of awareness through campaigns (e.g. Harmony Day, Day for Daniel)
- Annual Student Wellbeing Surveys
- Teaching and embedding of school values
- Whole school approach to social emotional learning (The Resilience Project)
- Ongoing Professional Development throughout the year
- Consultation with the Engagement Wellbeing and Learning Team
- Promotion of Student Engagement Matrix

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The CES Engage Student Support System is the database all CES 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. When recording incidents, please refer to this guide on how to use [Engage](#).



St Clare’s School collects data through the system wide platform Engage. This data is regularly analysed to identify specific behaviours, attendance and trends within the school.

This allows St Clare’s School to respond proactively by implementing strategies, activities and programs, targeting these areas and supporting positive behaviours.

Through these processes, staff at St Clare’s School are consistently reflecting on their practices that best support the current needs of the school.



Relevant Cairns Catholic Education Policies

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy

Relevant Legislation that informs CCE Policies





- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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Appendix A – Our Commitments and Expectations

Student Expectations

				
Always	<ul style="list-style-type: none"> Be aware of your surroundings Be polite and use manners Use appropriate language Keep your hands and feet to yourself 		<ul style="list-style-type: none"> Wear school uniforms correctly Follow directions of school staff Move safely and orderly Be inclusive of others 	
Learning Spaces	<ul style="list-style-type: none"> Be persistent Tell the truth Be kind and caring Be supportive 	<ul style="list-style-type: none"> Be a risk taker Actively participate Be ready to learn Ask questions Think for yourself Work together Have a positive growth mindset Learn to problem solve 	<ul style="list-style-type: none"> Be a role model to others Respect others' space and right to learn Be a responsible digital citizen 	<ul style="list-style-type: none"> Actively listen and respond to others Ask permission to leave your seat Use all equipment for its intended purpose Be on time Hands up to speak Keep your learning area tidy
Toilets	<ul style="list-style-type: none"> Report problems 	<ul style="list-style-type: none"> Follow correct bathroom procedures 	<ul style="list-style-type: none"> Wash hands with soap and water 	<ul style="list-style-type: none"> Allow for privacy of others Clean up after yourself Return to class as soon as possible
Eating Area	<ul style="list-style-type: none"> Report to an adult on duty 	<ul style="list-style-type: none"> Eat your healthy food first Practise good hygiene 	<ul style="list-style-type: none"> Stay in your designated area Place all rubbish in the bin 	<ul style="list-style-type: none"> Keep your voice down Eat your own food
Play Areas	<ul style="list-style-type: none"> Report to an adult on duty Care for God's creations 	<ul style="list-style-type: none"> Wear your hat Play safe games Learn to problem solve 	<ul style="list-style-type: none"> Play by the rules Stay in your designated play area 	<ul style="list-style-type: none"> Use and return equipment correctly Respond quickly to bells

				Line up in 2 lines outside of the classroom
After School	Travel safely Look out for each other	Follow the road rules	Line up in your designated areas	Keep your voice down Look after your own and others' property
Community Access	Be an active participant Be ready to listen Travel safely Look out for each other	Be ready to learn Use appropriate social behaviour	Be a role model to others Be welcoming to others	Be tolerant Stay with your group

Staff Agreed Practices

	 FAITH	 KNOWLEDGE	 COMMUNITY	 RESPECT
Always	Be aware of your surroundings Use appropriate language tolerant of others Be inclusive of others Be an advocate of our school Wear sun safe clothing standards Support the Catholic ethos of our school		Wear professional attire Be considerate, supportive and Maintain confidentiality Interact positively with others Maintain professional Be punctual	
Classroom	Be consistent with expectations	Use planning time appropriately	Actively supervise	Build a rapport with each individual
Staffroom	Celebrate success	Be open to upskilling	Be friendly and welcoming Keep kitchen area tidy	Be mindful of conversations and audience
Duties	Actively participate in grace	Carry mobile phone and keys Wear a hat	Actively supervise Ensure areas are left clean Communicate incidents with relevant parties	Limit mobile phone use to emergencies
Meetings	Allow others to share their opinion	Share resources Share positive feedback Be open to opportunities to learn	Build working relationships	Actively listen Value others' opinions Limit excessive noise and distraction
ICT	Use for purposes as per Code of Conduct	Be aware of the content and audience when using ICT	Be mindful when sharing your screen	Limit mobile phone use to emergencies

Appendix B - Behaviour Definitions

MINOR BEHAVIOURS

Failure to adhere to the St Clare's Student Expectations Matrix, may constitute minor behaviours as outlined below.

***Refer to values in each instance (restorative conference). Parents to be contacted as deemed necessary

	Descriptor	Definition	Example	Possible Consequences	Managed By
1	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language	Incidental swearing, speaking rudely to peers, name calling	Restorative conference, Time out, Miss out on play	Class teacher, staff witness
2	Physical contact	Student engages in non-serious, but inappropriate, unintentional contact	Pushing, shoving, rough play, pinching	Time out, Miss out on play, restorative conference	Class teacher, staff witness
3	Disrespect/ Non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Not following direction, forgetting manners, speaking over the top of others, inappropriate gestures (rolling eyes, shrugging shoulders), running on cement	Running - sit out for 2 minutes (play time), redirect to walking (class time). Time out, restorative conference, miss out on play time	Class teacher, staff witness
4	Disruption	Student engages in low intensity, inappropriate disruption	Calling out, talking to peers in class, actions that disturb learning, movement around the classroom or eating area	Warning system, Buddy Class, Loss of play time,	Class teacher
5	Uniform Violation	Students wear clothing that is neat but not within the school's dress code	Incorrect socks, shorts for sport, shoes, accessories, hat, hairstyles	Reminder of expectations Uniform Slip - hair, jewellery, etc checklist, nail polish	Class teacher

6	Technology Violation	Student engages in non-serious but inappropriate use of mobile phone, camera, smart watch, Chromebook, iPad or device	Possession of or accessing mobile phones or smart devices during school hours, off task behaviours, taking a photo or video with a device, altering school settings on devices	Technology agreement signed - smart watch/phone/device kept in CT desk Removal of digital devices Short course in cyber safety	Class teacher
7	Property Misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose, taking others property without permission	Removal of item Clean/replace item	Class teacher
8	Late	Students arrive late to class	Late to class after breaks	Make up time Miss out on play Message home when consistent	Class teacher
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	Teachers' desks, staffroom, rooms or areas without a staff member	redirection Message home depending on case	Class teacher
10	Lying/Cheating	Student lies and/or cheats	Dishonesty, cheating and copying work, blaming others, not taking ownership of actions	Loss of play time Restorative conference Contact parents	Class teacher
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Inappropriate comments or facial expressions to peers and/or adults	Restorative conference Loss of play time Circle time - group chat	Class Teacher

12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, mutual, and light-hearted and easily diverted experimentation.	Green light behaviours	Circle time Reminder of appropriate language and behaviour Parent informed	Class teacher
13	Incomplete Tasks	Student fails to complete a set task in a clearly specified time frame	Refusal to start task, not completing homework, task avoidance behaviours	Loss of play time Send work home with a note - send message to parent notifying them	Class teacher

MAJOR BEHAVIOURS					
Failure to adhere to the St Clare's Student Expectations Matrix, may constitute major behaviours as outlined below.					
	Descriptor	Definition	Example	Possible Consequences	Managed By
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 tone of voice, threat to cause harm	Removal from situation Restorative Justice Contact parents Missing out on sport/camps/ incurtion/excursion If repetitive - internal suspension	Leadership Team Classroom Teacher (where needed)
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, biting, kicking, pulling hair, scratching, intimidating or body language or actions, forceful entry	Restrictive practices (if necessary) Removal from situation Restorative Justice Contact parents Internal or external suspension (if necessary) Missing out on sport/camps/ incurtion/excursion	Leadership Team Classroom Teacher (where needed)

<p>3</p>	<p>Bullying/Harassment</p>	<p>Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and offends, discriminates, humiliates, intimidates or creates a hostile environment. It is an ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons.</p>	<p>Bullying may include, but not limited to: 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 using technology such as prank calling, sending unwanted 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,</p>	<p>Complete a ROC (if needed) Restorative Justice Contact parents Internal or external suspension Missing out on sport/camps/incursion/excursion Exclusion from using devices</p>	<p>Leadership Team Classroom Teacher (where needed)</p>
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			<p>('Flaming' is posting personal insults and vulgar and angry words. Flaming is an intense argument that normally takes place in chat rooms or via instant messages or email. It may also occur on social-media sites and YouTube)</p>		
4	Defiance/ Non-compliance	Extreme or continued failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of an adult, talking back in an angry and/or rude manner to adults, ignoring/walking away from adults, running away	Restorative Justice Contact parents Internal or external suspension Missing out on sport/camps/incursion/excursion	Leadership Team Classroom Teacher (where needed)
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming, repetitive unwanted noise, sustained out-of-seat behaviour	Restorative Justice Contact parents Internal or external suspension Missing out on sport/camps/incursion/excursion Complete work in buddy class/office	Leadership Team Classroom Teacher (where needed)
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	Offensive and inappropriate clothing, accessories or hairstyles	Call parents Change of uniform/inappropriate accessories	Leadership Team Classroom Teacher (where needed)

7	Vandalism/ Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Deliberate, misuse or damage of a device, graffiti of school buildings or equipment, arson	Arson - Call authorities Clean graffiti off property Removal of devices Contact parents	Leadership Team Classroom Teacher (where needed)
8	Truancy	Regular or persistent unexplained absences from school or from a class, or where the reason given is unsatisfactory	Leaving class/school without permission or stays out of class/school without permission	Restorative Justice Contact parents Internal or external suspension Missing out on sport/camps/ incurison/excursion	Leadership Team Classroom Teacher (where needed)
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or deprive the person of it	Stealing school or personal property	Restorative Justice Contact parents Internal or external suspension Missing out on sport/camps/ incurison/excursion Community services	Leadership Team Classroom Teacher (where needed)
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	Intentionally using someone else's ideas or writing without acknowledging the source material. Signing another person's name such as a parent or teacher on a document	No resubmission Suspension - Internal or External Contact parents Removal of devices	Leadership Team Classroom Teacher (where needed)

11	Academic Disengagement	Student repeatedly does not participate in learning,	Continuous avoidance of work, refuses to engage with learning over a period of time, refuses to participate in class work and/or assessments	Restorative Justice Community service Contact parents Missing out on sport/camps/incursion/excursion	Leadership Team Classroom Teacher (where needed)
12	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, sharing your own or other's log in details, using someone else's log in details, inappropriate comments on any online platform	Suspension - Internal or External Removal of device (suspended period of time)	Leadership Team Classroom Teacher (where needed)
13	Drugs 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, vapes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment	ROC (in consultation with a member of the Leadership Team) Parent contact Contact authorities	Leadership Team Classroom Teacher (where needed)
14	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 *Record of Concern needs to be completed in consultation with a member of the Leadership Team	intentional misuse of school equipment to cause harm, bringing dangerous items to school	ROC (in consultation with a member of the Leadership Team) Contact authorities External suspension	Leadership Team Classroom Teacher (where needed)

15	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	ROC (in consultation with a member of the Leadership Team) Contact authorities External suspension	Leadership Team Classroom Teacher (where needed)
16	Bomb Threat False Alarm	Student delivers a threat or false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school *Record of Concern needs to be completed in consultation with a member of the Leadership Team	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include setting off a fire alarm, or written or verbal bomb threat.	ROC (in consultation with a member of the Leadership Team) Contact authorities External suspension	Leadership Team Classroom Teacher (where needed)

17	Concerning Sexual Behaviour	<p>Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p> <p>*Record of Concern needs to be completed in consultation with a member of the Leadership Team</p>	<p>Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public</p> <p>Forcing others to be involved in sexual activity, using mobile phone or the internet which includes sexual images</p> <p>Orange and Red light behaviours</p>	ROC (in consultation with a member of the Leadership Team) Authorities parents	Leadership Team Classroom Teacher (where needed)
18	eCrimes/Cyber exploitation	<p>Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another</p> <p>*Record of Concern needs to be completed in consultation with a member of the Leadership Team</p>	<p>Stealing someone's identity or impersonating them online, sending sexually explicit images</p>	ROC (in consultation with a member of the Leadership Team) Call authorities Call parents Device removal Suspension	Leadership Team Classroom Teacher (where needed)

Appendix C: Essential Skills for Classroom Management

Detailed information of each skill can be found [here](#).

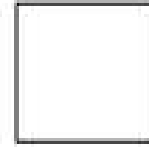
The 10 Essential Skills

1. Establishing expectations – Making rules.
2. Giving instructions – Telling students what to do.
3. Waiting and scanning – Stopping to assess what is happening.
4. Cueing with parallel acknowledgement – Praising a particular student to prompt others.
5. Body language encouragement – Smiling, nodding, gesturing and moving near.
6. Descriptive encouragement – Praise describing behaviour.
7. Selective attending – Not obviously reacting to certain behaviours.
8. Redirecting to the learning – Prompting on-task behaviour.
9. Giving a choice – Describing the student's options and likely consequences of their behaviour.
10. Following through – Doing what you said you would.

Appendix D - School Counsellor Referral Form



CONFIDENTIAL Counselling Referral Form Parent/Guardian



SECTION 1: Student Details		
Name:	DOB:	Gender:
Primary Language:		
Background: Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Other <input type="checkbox"/>		
School:	Year Level:	Teacher:

SECTION 2: Parent Details	
Mother's Name:	
Address:	
Best contact number:	Email:
Father's Name:	
Address:	
Best contact number:	Email:
Are there any current family court orders in place? If yes, has the school been provided a copy of these?	

SECTION 3: Living Situation Details		
What are the current living arrangements for your child?		
How long in the current living situation?		
Who else resides at the same address as your child?		
Name:	Age:	Relationship to child:
Name:	Age:	Relationship to child:
Name:	Age:	Relationship to child:
Name:	Age:	Relationship to child:
Name:	Age:	Relationship to child:
Name:	Age:	Relationship to child:

SECTION 4: Referral Details

Why are you seeking school counselling for your child? Please include what your current concerns are, frequency of concern, possible triggers or other factors that may have contributed to your concerns.

Have you previously discussed your concerns with any staff member at school?

Has your child accessed school counselling services in the past?

What are your child's strengths and interests?

SECTION 5: Outside Agency Details

Has your child had past or current support from any agency or individual outside the school for counselling / medical / learning needs? If yes, please provide details.

SECTION 6: Parent / Guardian Consent

I have read and understood the Catholic Education Services Colms School Counselling information brochure including what counselling services may be provided to my child, who information about my child might be shared with, the limits to confidentiality and how long my child's counselling records will be stored.

I also understand that my child's counselling records will be stored on the Confidential Guidance Counsellor System database. This database is an electronic record keeping system which is accessible only by the school counsellor/s at the school where my child is currently enrolled and by the system administrators (who are bound by the same privacy requirements as the school counsellor).

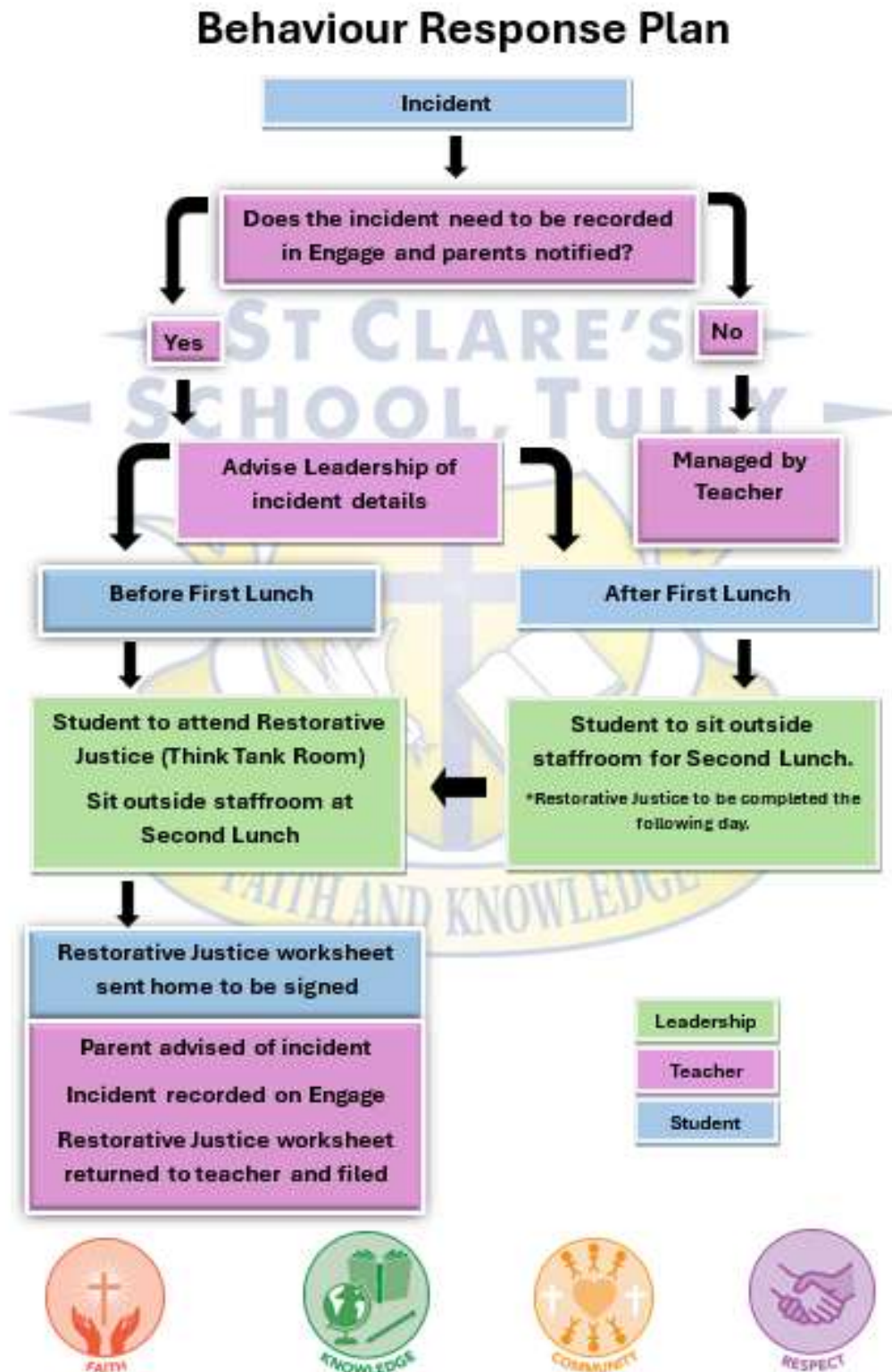
I agree to my child accessing school counselling services and I understand that I can withdraw this consent at any time without needing to offer an explanation.

Student Name:

Parent Name:

Parent Signature:

Date:

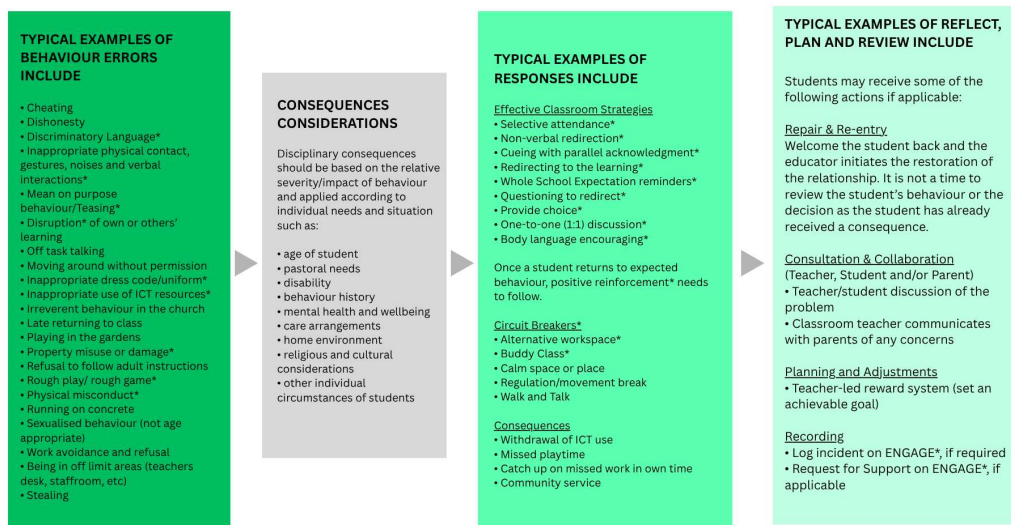


Appendix F - Behaviour Continuum



**Minor
Low Impact/Intensity**

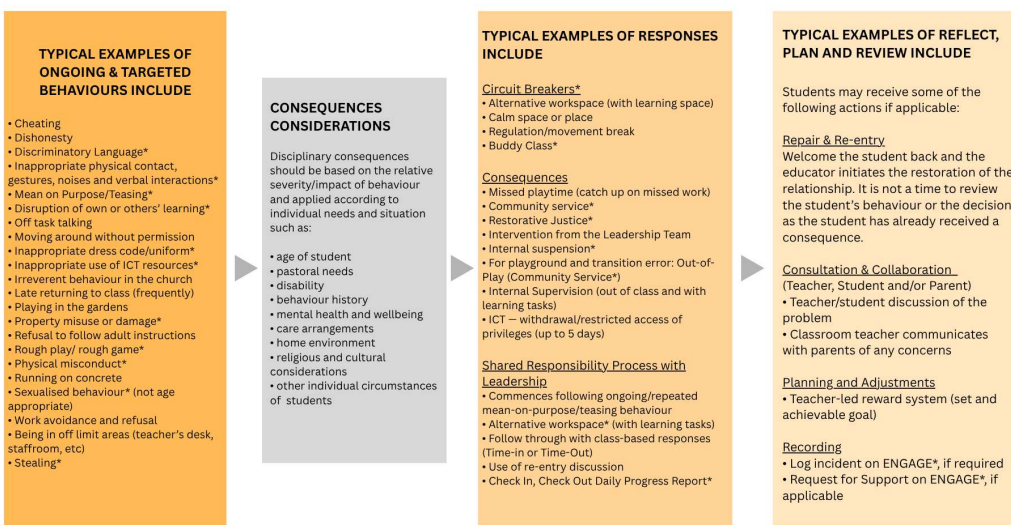
Teacher managed action
Teacher initiated problem-solving
Correcting through classroom management

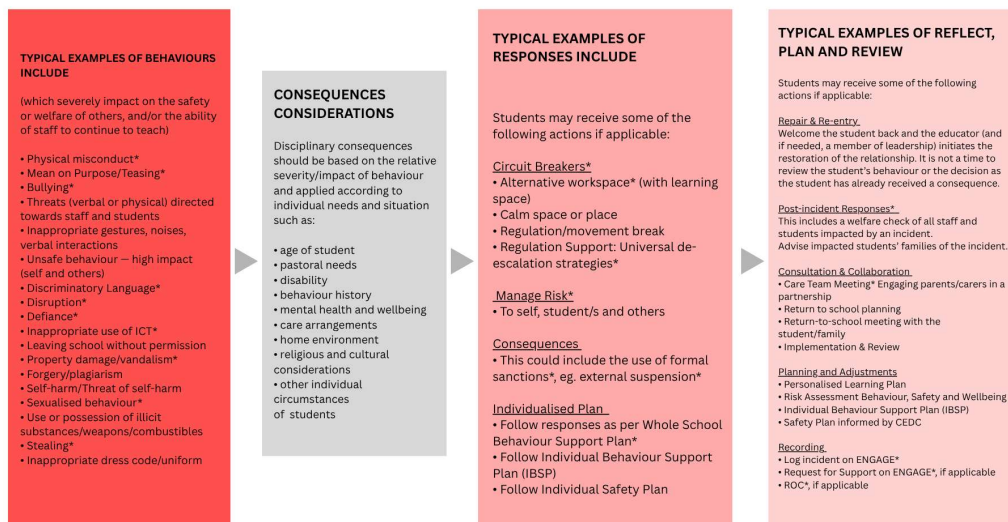




**Persistent Minor
Moderate Impact/Intensity**

Teacher managed action supported by additional staff
Consultation with Leadership Team
Additional team based problem solving





- A**
- Alternative Workspace**
Provide student with another location to complete their tasks which will be more suitable in supporting their regulation eg. Buddy Class
- B**
- Body Language Encouraging**
To intentionally use non-verbal cues to promote on-task behaviour and reinforce positive actions eg. smiling, nodding, gesturing, moving near students, etc.
- Buddy Class**
Where two classes, from different grade levels, are paired together to engage in collaborative activities
1st offence in a session: Duration is at teachers discretion
2nd offence: Remainder of session
- Bullying**
Are behaviours that target an individual or group due to a particular characteristic; offends, discriminates, humiliates, intimidates or creates a hostile environment. It is an ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons.
- C**
- Care Team Meeting**
This is a support plan and review meeting that includes a students' care team. This could include their teacher, case manager, parents, students, counsellor, school officer and/or leadership
- Case Manager (Tier 2/3 support)**
This could include the LOD (Leader of Diversity), LLT (Leader of Learning & Teaching), APRE (Assistant Principal Religious Education) and Principal
- Circuit Breakers**
Time spent out of the classroom for student to return to baseline behaviour.
- Check In, Check Out Daily Progress Report**
In conjunction with Leadership, Classroom Teacher, Parents/Carers and student set individual goals that are monitored and reviewed regularly
- Community Service**
General physical jobs that need doing around the school. e.g. picking up rubbish, weeding the garden, cleaning desks, putting sand back in sandpits, etc.
- Cueing With Parallel Acknowledgement**
To acknowledge students' on-task behaviour with the intention of prompting another to follow suit eg. 'I like the way Ben is...'

D

Defiance

Extreme or continued failure or refusal to comply or obey directions, a resistance to authority

Discriminatory Language

Language that is directed at a particular person due to their gender, disability, sexism or race

Disruption (Low impact)

Calling out, talking to peers in class, actions that disturb learning, movement around the classroom or eating area

Disruption (Moderate impact)

Continually calling out, talking to peers in class, actions that disturb learning, movement around the classroom or eating area

Disruption (High impact)

Eg. persistent disruption alongside refusal to accept support and/or move to time out areas

E

ENGAGE

This is the platform used to request additional support and/or record behaviour incidents

External Suspension

This is a serious consequence involving the temporary, full time or part time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. The Principal acts as the key decision maker

F

Formal Sanctions

Schools apply formal sanctions when other reasonable responses to manage problem behaviours that have been taken, and/or address the best interest of the student, and the security, safety and learning environment of all members of the school community.

Impact on the student's education and wellbeing must be carefully assessed. Formal sanctions may also be used to allow time to revise an existing plan or develop a plan to assist the student to demonstrate expected behaviours on their re-entry to school.

When implementing any formal sanctions, school employees must ensure that no student is lawfully discriminated against.

GH

I

Inappropriate Dress Code/Uniform (Low impact)

Student wears clothing that is neat but not within the school's dress code eg. incorrect socks, shorts for sport, shoes, accessories, hat, hairstyles

Inappropriate Dress Code/Uniform (Moderate impact)

Student consistently wears clothing that is neat but not within the school's dress code eg. incorrect socks, shorts for sport, shoes, accessories, hat, hairstyles

Inappropriate Dress Code/Uniform (High impact)

Student wears clothing that does not fit within the dress code of the school eg. offensive clothing, accessories or hairstyles

Inappropriate Physical Contact, Gestures, Noises and Verbals (Low impact)

Not directed at anyone in particular. eg. Swearing in frustration

Inappropriate Physical Contact, Gestures, Noises and Verbals (Moderate impact)

eg. dacking, touching genitals/anus, gestures and noises that imitate sexual actions and exposure. Swearing that is not directed at an individual.

Inappropriate Physical Contact, Gestures, Noises and Verbals (High impact)

Gestures, noises or language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress, coerce or cause fear. eg. High intensity verbal abuse directed at staff or peers.

Inappropriate Use of ICT (Low impact)

This includes behaviours such as air dropping without permission, taking photos of a student without their permission, playing games during learning time

Inappropriate Use of ICT (Moderate impact)

Ongoing Level 1 behaviours eg. taking a photo of an adult without permission, inappropriate words/images

Inappropriate Use of ICT (High impact)

Disregard of ICT agreement (personal devices, social media, mobile phone use, threatening, bullying & harassment). Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer. This is only applicable during school hours and/or if they are using school based email and/or they are posting images of students wearing the school uniform or staff member/community member

Internal Suspension

Student is to stay at the office for the day with no peer interaction, engaging in class work

JKL

M

Manage Risk

Strategies include giving space, making the area safe (removal of items and other students), communicating with the Leadership Team

Mean on Purpose Behaviour/Teasing (Low impact)

Isolated inappropriate comment or unkind behaviour

Mean on purpose Behaviour/Teasing (Moderate impact)

Ongoing unkind behaviour directed towards a student and/or group of students (refer to the bullying definition for clarification)

N

Non Verbal Redirection

A method used to get the class's attention eg. clapping hands, ringing a bell, raising a hand

O

One to One (1:1) Discussion

This is a conversation between the teacher and student after the lesson. It discusses the problem behaviour and re-sets expectations. The teacher seeks to gather information from the student as to why they are unable to meet the agreed expectations and what they could do that would be helpful

P

Physical Misconduct (Low impact)

Engages in non-serious but inappropriate contact eg. touching of hair without permission, poking for attention

Physical Misconduct (Moderate impact)

With peers/other students eg. shoving, whacking below neck, kicking, on-going poking, biting, pinching, scratching

Physical Misconduct (High impact)

Physical contact that puts others at risk. eg. contact with head, kicking, punching, use of implement/weapon

Positive Reinforcement

Acknowledgement of expected behaviour through reward (Star Card, parent contact, praise, etc.)

Post Incident Response

Members of the Leadership Team to implement pre-assigned post incident responses following a critical incident.

Property Damage (Low impact)

eg. snapping pencils

Property Damage (Moderate impact)

Intentional damage of equipment and infrastructure eg. kicking ball on roof on purpose, breaking toys, graffiti

Property Damage (High impact)

Damage that puts others' safety at risk eg. smashing windows, overturning or throwing furniture, throwing objects across the room in anger

Provide Choice

Give the student 2 options to choose from eg. Would you like to work at your desk or would you like to work outside where it is quiet?

Q

Questioning To Redirect

When a student/s are talking or displaying off task behaviour, the teacher redirects using questions. eg. Do you need help getting started? What should you be doing? Where should you be?

R

Redirecting To The Learning

To redirect student behaviour using positive non-confrontational methods eg. eye contact, head movement, smile, hand movement or combinations of these

Restorative Justice

Loss of play time where student must sit with member of the Leadership team to reflect on their behaviour and how they can align future behaviours with the school values and expectations

Rough Play/Rough Games

eg. slide tackling, tackling, pushing, tripping, hitting with hat

ROC (Record of Concern) - SPCMS (Student Protection Service)

Liaise with Student Protection Contacts

S

Selective Attendance

Use when the student is displaying off task or inappropriate behaviour that is not seriously disrupting others. Be ready to give a descriptive encourager, or if necessary give choice or warning.

Sexualised Behaviour

Please consult with the school counsellor and/or Student Protection Contacts

Stealing (Low Impact)

eg. Isolated incident of taking an item (little value) that belongs to someone else.

Stealing (Moderate Impact)

eg. Repeated instances of taking an item (little value) that belongs to someone else

Stealing (High Impact)

Dishonestly appropriating another person's property (of value) with the intent to destroy or deprive the person of it

TU

Universal De-escalation Strategies

eg. use empathy, use a familiar supportive adult, provide space, use quiet voice, reduce verbals, offer of preferred item/activity

VW

Whole School Expectation Reminders

Refer to Whole School Behaviour Support Plan

XYZ