



St Mary's Primary School

**STUDENT BEHAVIOUR
SUPPORT PLAN**

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St. Mary's Catholic Primary School Vision Statement

With Christ at our centre, we grow hearts and minds that act with courage, think deeply and love broadly, transforming lives through faith and learning.

St. Mary's Catholic Primary School Mission Statement

Inspired by the spirit of Catherine McAuley and Edmund Rice, St. Mary's is a Christ centred, inclusive community where we grow in faith and wisdom.

In our community, we challenge minds through a love of learning, nurture hearts through relationships, and spiritual growth, and engage hands in *service, hospitality, and compassion*.

With courage, collaboration, and resilience, we prepare students to be faith filled, lifelong learners who are empowered to make a difference in the world.

Our School Context

St Mary's Primary School, Ipswich, is the oldest Brisbane Catholic Education school in Queensland. We have been dedicated to Catholic schooling since the arrival, in 1863, of the Sisters of Mercy followed by the Christian Brothers in 1892. These founding religious orders brought the traditions and spirituality of their founders, Catherine McAuley and Blessed Edmund Rice. We are rightfully proud of our historical, cultural and religious heritage and we acknowledge and respect the foresight and contributions of a long line of priests, religious and lay people who laid the foundations of our school.

St Mary's Primary is a co-educational Catholic Primary School that caters for students in Prep to Year Six. We are one of many schools in the Brisbane Catholic Education System in the Catholic Archdiocese of Brisbane. We are located in inner city Ipswich and draw our school population from a wide geographical area. Our school population is approximately 565 students with 3 classes in each year level. Our dedicated staff include Teachers, Office Staff, Leadership Team, Guidance Counsellor, Speech Pathologist, Occupational Therapist, Support Teachers, School Officers, Groundsman and Tuckshop Convenor who are committed to supporting students to be the best they can be.

Our students come from predominantly middle-income families and a range of different cultural backgrounds. There is a strong sense of community within our school with a warm, welcoming feel. As a school community, we recognise the role of parents and carers in the educative process and every effort is made to support each family, to foster communication and encourage parental involvement. We are committed to making St Mary's Primary School a place of learning, friendship, justice and unity, where parents, staff and students respect and listen to each other.

Consultation and Review Process

At St Mary's Primary School, we believe the most effective way to support student behaviour is through a school-wide approach called *Positive Behaviour for Learning* (PB4L). PB4L is about people, relationships, practices, processes and learning. It focuses on building capacity to support students, parents and teachers through use of data and evidence-based practices, which are all integrated into the PB4L strategy.

St Mary's Primary School developed this Student Behaviour Support Plan in consultation with our school community. Consultation occurred through staff meetings and the widespread distribution of the draft Student Behaviour Support Plan for comment and review. A review of school data relating to behaviour incidents, including absenteeism, informed the Student Behaviour Support Plan. The Plan was endorsed by the Principal and the Senior Learning Leader. It will be reviewed annually and modified every 2 years to reflect changes in our context. The School Leadership Team, Teachers, Parent Body and Senior Learning Leader, participate in the review as the Plan continues to evolve over time.

Our overarching expectation at St Mary's Primary School is "BE RESPONSIBLE" for our actions. The following three expectations guide how all members of our school community can "BE RESPONSIBLE" citizens:

- Be safe
- Be respectful
- Be a learner

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.

Our school emphasises the importance of the development of the whole person. As a Catholic School we aim to develop responsible citizens who consciously act with courage, think deeply and love broadly.

At St Mary's Primary School, we acknowledge that learning and growth is a journey. A safe, harmonious environment, based on Christian living, is needed to enable our students to learn how to manage their own behaviour. As such, our Student Behaviour Support at St Mary's Primary School aims to develop the whole person, with dignity, in a community where students can learn to build, maintain and restore relationships in a climate of safety, acceptance and reconciliation. It recognises that, to develop self-discipline and character, students may need support to modify their own behaviour from time to time using explicit teaching and responding to student behaviour in an open, honest and respectful manner.

Our beliefs about student behaviour, discipline and learning, unify us and direct our actions in the decisions we make, the practices we choose and our interactions with others. The following beliefs reflect current literature in positive behaviour supports:

- Behaviour communicates a need.
- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual, aesthetic development and wellbeing of young Australians (Alice Springs Declaration - Ministerial Council on Education, Employment, Training and Youth Affairs, 2020).
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Every day at school, students can learn and practise social skills and develop the General Capabilities outlined in the Australian Curriculum (ACARA).
- Behaviour is learned in the same way that students learn any other subject.
- Behaviour can be taught using the same strategies used to teach academics.
- Students need and want high expectations of their behaviour. Maintaining high expectations does not require punitive approaches. Student engagement is best achieved through instruction rather than punishment.
- Students exhibiting challenging behaviour are often the students that need us the most.
- Unproductive behaviour presents the student with an opportunity to learn, the educator with an opportunity to teach, re-teach and model.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships. To develop and retain new behaviours, students must be given specific positive feedback, opportunities to practise and regular reinforcement of these behaviours in a variety of locations.
- Student support is a collaborative effort. In partnership with parents and carers, we are committed to every student's success.
- An integrated system of school wide, classroom and individual student supports can play a central role improving student behavioural outcomes and developing learning dispositions.

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

What is Positive Behaviour for Learning?

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

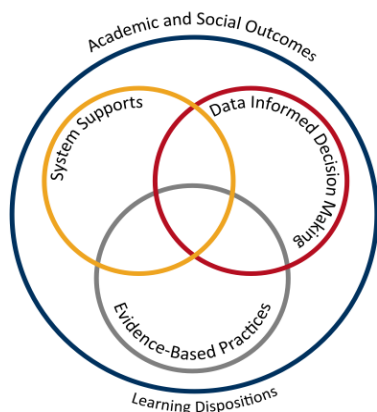


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports

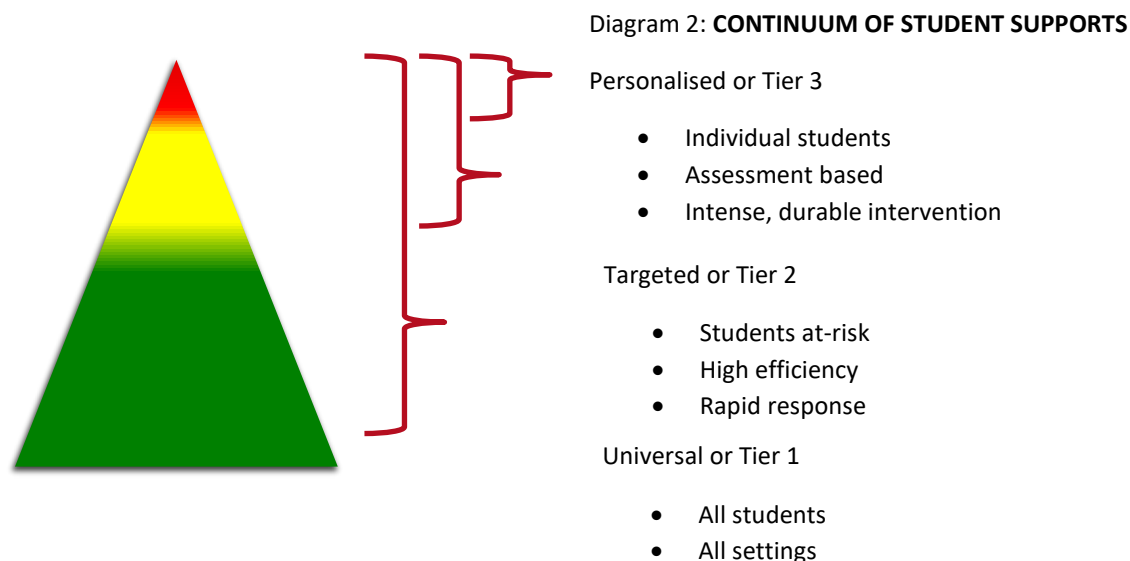
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Tier 2 Targeted Supports

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

Tier 3 Personalised Supports

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



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

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

St Mary's Primary School has a focused PB4L meeting agenda 1 – 2 times a term, in the school Agency Team meeting. The meeting is open to Class Teachers, the STIE, the GC, the OT and members of the school leadership. In addition, St Mary's has a School Support Team (SST) that meets on a weekly basis to address targeted and/or individual supports. The SST are responsible for regular review of school policy and procedures, analysis of ENGAGE system data, staff professional learning and communication with the school community. Staff at St Mary's continue to participate in professional learning in PB4L. Regular staff meeting times are allocated to the review and analysis of student data.

At the beginning of the school year, new staff are involved in an induction process. As part of this process, professional learning is provided about the school's SBSP and processes in place to support a deeper understanding prior to students arriving. All teaching staff are invited to complete additional online PB4L training via iLearn titled Effective Classroom Practices and Responses.

All staff work with members of the SST, at any time, to support student behaviour and learning at Tier Levels 1, 2 & 3. The support is adjusted to enable personalized support for a small number of individuals (T3), targeted support for some (T2) and universal support for all (T1).

Tier 1 - St Mary's Primary School Universal Supports:

Tier 1 – Universal Team consists of a member of the Leadership Team, the Guidance Counsellor, the Support Teacher Inclusive Education (STIE) and several Class Teachers representing all 3 areas of the school (Early, Middle, Senior School). The team meets weekly to promote Universal (Tier 1) Supports and systems and assist all staff to embed these strategies and supports in their teaching practice. They assist in the presentation of staff professional development on PB4L. This team constantly reviews Universal Supports in the school and assesses their effectiveness. Trends in data entered on ENGAGE are shared (collected by Tier 2/3 team) and possible action identified. School documentation and systems are developed in consultation with this group before being presented to the wider staff and school community.

Tier 2 - St Mary's Primary School Targeted Supports:

Tier 2 - Support Team consists of the Assistant Principal Administration (APA), Guidance Counsellor (GC), Support Teacher Inclusive Education (ST-IE) and when necessary, other key staff are invited to attend to address a concern about a student. This team meets once a week to discuss current behaviour concerns, review ENGAGE data, review current students on Targeted Supports, address requests for support from teachers for individual students and continue to develop Targeted Supports for students.

Tier 3 - St Mary's Primary School Personalised Supports:

Tier 3 - This team consists of the same personnel in Tier 2 - Targeted Supports with the addition of other relevant staff members, and other allied health professionals when necessary. This team meets on a needs basis as the Tier 3 - Personalised Supports are accessed by a very small percentage of our school students.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communication 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.

At St Mary's Primary School, our school-wide expectations fit under the overarching expectation of BE RESPONSIBLE. The following three expectations guide how all members of our school community can BE RESPONSIBLE citizens:

- Be Safe
- Be Respectful
- Be a Learner

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

	School Wide	Learning Spaces	Transitions	Playgrounds & Toilets	Online and Using ICT	Church and Gatherings
Be Safe	<ul style="list-style-type: none"> • Follow instructions given. • Move and sit safely. • Be sun safe. • Be in the right place at the right time. • Respond appropriately to safety procedures. 	<ul style="list-style-type: none"> • Move safely. • Use equipment as it should be used. • Safe hands and feet. • Sit appropriately. 	<ul style="list-style-type: none"> • Walk on the left on stairs and in corridors. • Safe hands and feet. • Move quietly and carefully. • Cross road only at crossing. 	<ul style="list-style-type: none"> • Play in the correct areas. • Use playground equipment correctly. • Hands and feet to yourself. • Wear a hat and sunscreen. • Use soap and water appropriately to wash hands. 	<ul style="list-style-type: none"> • Know who you are communicating with. • Keep log on details and passwords private. • Turn off and report to an adult inappropriate words or images. 	<ul style="list-style-type: none"> • Walk carefully on kneeler as you enter the seat. • Rest your feet gently on the kneeler. • Walk only in the Church.
Be Respectful	<ul style="list-style-type: none"> • Care for the environment. • Use respectful words and actions. • Wear uniform with pride. • Include and encourage others. • Care for property. 	<ul style="list-style-type: none"> • Co-operate with, encourage and include others. • Care for personal and school property. • Listen to others and share your ideas appropriately. • Put items away in their right place. 	<ul style="list-style-type: none"> • Move quietly. • Be calm and patient. • Be on time. • Maintain personal space. 	<ul style="list-style-type: none"> • Put rubbish in the correct bins. • Include others in games. • Share equipment. • Agree to rules of the game before starting and play by the rules. • Respect others' privacy. • Sit in designated area during eating times. 	<ul style="list-style-type: none"> • Care for equipment. • Ask before you take a photo. • Only use devices and resources for learning. 	<ul style="list-style-type: none"> • Bless yourself with holy water so you enter the Church. • Use quiet voices when entering the Church. • Sit quietly in the Church. • Look at the speaker and actively listen to what they are saying.
Be a Learner	<ul style="list-style-type: none"> • Set goals, know your goals and work towards goals. • Listen and use feedback for improvement. • Apply best effort. • Be persistent and keep trying. • Be resilient, have a go. • Be on time. 	<ul style="list-style-type: none"> • Ask clarifying questions. • Be engaged by sharing, talking and listening. • Be reflective and learn from your mistakes. • Practise skills independently and collaboratively. 	<ul style="list-style-type: none"> • Be ready to learn. • Return all equipment to the right place. 	<ul style="list-style-type: none"> • Learn the rules of games and play by the rules. • Learn from your mistakes. • Teach others the rules when they are unsure. 	<ul style="list-style-type: none"> • Share your knowledge and skills. • Teach others and learn from others. 	<ul style="list-style-type: none"> • Participate fully in liturgical celebrations. • Sing the hymns. • Learn the prayer responses.

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 and during the first weeks of each term in each classroom
- Visual displays of the School Matrix – each class unpacks what this looks like in their context
- Generating behaviour goals in classrooms and playgrounds based on St Mary's School Primary School Behaviour Matrix
- Assemblies with a weekly school wide focus
- Explicit teaching of Making Jesus Real (MJR) values
- Positive feedback to students through the use of rewards e.g., GOTCHAs, WESTIE bands/stickers, Student Achievement Awards
- Tracking class/students data and responding to data trends highlighted on ENGAGE
- Reflecting on and responding to current year level or class behaviour trends
- New student orientation when needed
- Student leaders may serve as orientation models for newly enrolled students

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.

We believe that students learn best in safe, supportive environments. These environments are best developed through clear expectations and consistency of implementation. Positive environments are enhanced by positive staff/student relationships. When staff show an interest in students and their lives (non-contingent attention), this promotes positive, productive behaviours.

When a student has been taught a behaviour and/or needs support to use this behaviour effectively, the use of behaviour specific positive feedback (contingent attention) and tangible rewards will help them to develop and maintain these behaviours. Research indicates that to develop and maintain positive, productive behaviours a minimum ratio of four positive interactions to one negative interaction is required (Reavis, Jenson, Kukic, Morgan, 1993).

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
<ul style="list-style-type: none"> • Weekly Awards – focus on school values, behaviours and Learning Dispositions • Gotchas • End of term Celebrations of Learning • End of year awards 	<ul style="list-style-type: none"> • Visual reminders located in classrooms and around the school • Feeling safe posters SPCs • Class encouragers • Points system for class reward

Essential Strategies to Support Minor Behaviour

<i>Technique</i>	<i>Explanation</i>
Establishing expectations	To clearly articulate and demonstrate the boundaries of pro-social behaviour. Class covenants which include 3- 5 explicit statements of agreed behaviours for the classroom are created at the beginning of the year. These covenants are shared with the whole school community in Term 1 at an assembly.
Giving instructions	To give clear direction about what to do. Instructions need to be delivered only when all children are listening, few in number, short, clear and repeated. Instructions can be verbal and non-verbal. They can be used to redirect student behaviour using positive, non-confrontational methods.
Volume / Tone / Intonation / Speed	Voice can be extremely useful in setting the tone and culture of the classroom. Variation can bring excitement, encouragement interest and focus attention.
Proximity	Strategic placement / movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control their impulses by being near.

Waiting and scanning	Wait 5-10 seconds after giving an instruction, giving students time to process the direction. Waiting allows children to take responsibility as individuals and as a community to make strong decisions in relation to their own behaviour.
Signal / Non-Verbal Cue	Non-verbal cues include such things as eye-contact, hand gestures, card system, picture cues, Cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the teacher and the non-verbal cues have been taught to the students.
Parallel Acknowledgement	This technique is based on the power of specific positive feedback. The feedback serves as an indirect prompt to for the misbehaving student/s and reinforces the appropriate behaviour with the intention of prompting another to follow suit.
Restitution / Logical	Consequence Involves having the student repair, restore the environment to its original condition or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the school rule. A re-direct emphasises the 'what' of the behaviour instead of the 'why'.
Re- Teach	Involves the re-teaching of the specific expectation and reminds the student of the procedures or routine for appropriate behaviour. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, the teacher labels the skill, teaches and shows and give the student immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when redirects or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way students will often make the preferred choice. Provide time for choice to be made and provide positive feedback when student chooses wisely.
Student Conference / Reflection Sheet	Lengthier re-teaching of problem-solving opportunity when the behaviour is more frequent or intense.

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 supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- 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

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual supports • Respectful conversations 	<ul style="list-style-type: none"> • Teacher – student conversation • Role play or practise • Work it out together plan – teacher and student • Teacher – student – parent meeting • Teacher – student – leadership conversation 	<ul style="list-style-type: none"> • Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference

At St. Mary’s, we believe that all children can display positive behaviours that are appropriate in all areas of school life. We recognise, however, that children make mistakes in their behaviour and that it is important that we are clear and consistent in our responses. We also believe that children need to learn appropriate behaviours and we therefore take a proactive approach to behaviour in ensuring that desired behaviours are taught in context and with support.

Level 1: Minor Behaviour – Addressed at the time and place with logical consequences applied.

Level 2: Repeated Stage 1 behaviours - Addressed at the time with logical consequences applied, incident recorded in ENGAGE and Leadership advised.

Level 3: Repeated Stage 2 behaviours with intent to harm including minor and major behaviours - Referred to Leadership to address and recorded in ENGAGE.

Level 1	Level 2	Level 3
Addressed at the time and place.	Addressed at the time, recorded in ENGAGE and Leadership advised.	Referred to the Office for Leadership to address and recorded in ENGAGE.
<p>Example Behaviours</p> <ul style="list-style-type: none"> • Out of bounds/ playing in inappropriate areas • Being late to class from breaks. • Off task behaviour • Distracting others • Unsatisfactory completion of tasks • Unsafe play • Low level non-compliance. • Deliberately annoying other people • Rudeness • Not wearing a hat during play • Littering • Disrupting class lessons • Leaving classroom without permission • Back chatting / impolite language 	<p>Example Behaviours</p> <ul style="list-style-type: none"> • Repeated Stage One behaviours. • Swearing (indirect) • Teasing others • Aggressive/ intimidating behaviour • Repeated Pushing/ tackling/ fighting games • Vandalism/graffiti on school or others' property (minor) • Throwing/ kicking/ taking other people's property • Walking away from a teacher/ failing to respond • Offensive comments (incidental without realising the full connotations) 	<p>Example Behaviours</p> <ul style="list-style-type: none"> • Repeated Stage Two behaviours • Fighting/ violence • Repeated intimidation or threats • Verbal abuse • Bullying (targeted & deliberate) – physical, social/ emotional, verbal, cyber • Purposeful racism/sexism • Theft • Repeated/ significant vandalism/ graffiti on school or other property • Behaviour causing injury to others • Cruelty to animals • Dangerous acts • Inappropriate/ sexualised behaviour • Serious breaches of internet and technology policy • Possession of weapon / illegal substance
<p>Possible Consequences</p> <ul style="list-style-type: none"> • Walk with/ sit with teacher • Time out • Redirected to another activity/ space • Determined within individual class management processes 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Expected behaviour • retaught and rehearsed (role play, etc). • Time out • Buddy class • Teacher to contact parent for discussion • Loss of classroom privileges • Consequences to match the behaviour 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Parents contacted/ meeting arranged • Withdrawn from playground/ classroom for period of time to be determined by leadership • Loss of school privileges • In-school suspension • At home suspension
<p>Response Ideas</p> <ul style="list-style-type: none"> • Logical Consequences See Appendix B • Restorative activity- apology, pick up the rubbish, fix the problem, complete task at another time • Stop & Remind • Model and reteach appropriate behaviour with reminders at the next opportunity • Intervene and mediate with students involved • Connect to class covenant • Circle time 	<p>Response Ideas</p> <ul style="list-style-type: none"> • Social Story co-constructed • Restorative practices (apology, letter, conversation, etc) • Behaviour plan/ goal developed • Check-in/ Check-out process with focus on specific behaviour • Zones of Regulation discussion/ activities • Circle time 	<p>Response Ideas</p> <ul style="list-style-type: none"> • Re-entry meeting • Individual behaviour plan developed and communicated with relevant personnel • Restorative practices/ conversations • Check-in/ check-out with leadership member • Meet with teacher to discuss support required.

5. BCE Formal Sanctions

St Mary's Primary School manages formal sanctions in accordance with the procedures set down by Brisbane Catholic Education.

In every case where a formal sanction is under consideration, the proposed action must address the best interests of the student's education and wellbeing, and the security, safety, and learning environment of other members of the school community. The more serious the sanction under consideration, the more carefully the school must assess and decide whether all other reasonable responses to the situation have been taken, and whether the proposed action is, in fact, in the best interests of the student and the school.

When implementing any formal sanctions, school employees must ensure that no student is unlawfully discriminated against and that their individual circumstances, such as age, individual needs, disabilities, and the developmental level of the student are considered.

Detention process

Detention will take place at breaks times under the guidance of a Leadership Team member, after consultation with the class teacher, with the purpose to regulate, reflect on choices and re-learn the appropriate behaviour for school and learning. Class teachers notify parents of the detention.

Suspension process

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. Suspensions will be recorded in the Engage Student Support System Suspension Register.

- The purpose of suspension is to:
 - signal that the student's unproductive behaviour is not acceptable.
 - allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours.
 - allow time to negotiate some goals that the student will work towards, with support, on their return to school.
 - ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.
- In some circumstances, the principal (or delegate) may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs.
- The principal (or delegate) will inform the student and family of the grounds on which the decision to suspend has been made.

- As part of the return to school process, the principal or authorised delegate will organise a conversation with the student and/or the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school.

Exclusion

The principal considers whether the case constitutes grounds for exclusion following analysis of documentary evidence to support the decision to recommend exclusion, including previous discussions with the student and parent/legal guardian about the trajectory of continued unacceptable behaviour (excluding one-off serious incident).

The principal:

1. discusses with Senior Leader School Performance (Senior Leader) the proposal to recommend exclusion, providing a summary of the behaviour incident and documentary evidence to support the decision to apply for exclusion. Discuss with the Senior Leader content of the suspension letter i.e. re-entry meeting, or other meeting type (as relevant)
2. following Senior Leader endorsement to proceed, meets with the parent/legal guardian (and/or student as appropriate) to explain that the school is proceeding to recommend exclusion. Explains the process, including the right of the parent/legal guardian to cancel the student's enrolment at the school
3. provides options for support services to mitigate potential psychosocial hazard for student and family/legal guardian as far as reasonably practicable, during the process e.g. counselling, family support referrals and other support resources e.g. translation services
4. takes reasonable steps to arrange for the student's access to an educational program that allows the student to continue education during suspension
5. provides the parent/legal guardian (and/or student as appropriate) with a written summary of the meeting
6. provides the parent/legal guardian (and/or student as appropriate) with documentation on which the recommendation to exclude is based. Support available from relevant BCEO personnel as required
7. invites parent/legal guardian (and/or student as appropriate) to respond within five (5) school days to the proposal to exclude
8. considers response from the parent/legal guardian (and/or student as appropriate) before proceeding with a recommendation to exclude
9. provides written recommendations for exclusion to Head of School Performance endorsed by Senior Leader, including a summary of documentation and supporting documentation upon which the recommendation is being made
10. in the case of a Parish school, discusses with Senior Leader communication with the Parish Priest that a recommendation to exclude is in progress (as relevant/appropriate)

11. if the recommendation to exclude does not proceed, seeks support from key personnel to plan and document a supported transition back to school.

Appeals Process

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

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

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

Definition

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

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

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

St. Mary's 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.

Understanding Bullying and Harassment

Staff access professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment through staff meetings, school twilights, BCE led professional learning and external agencies (e.g., Cyber Safety workshop, Office of the eSafety Commissioner). St Mary's Primary School has constructed pamphlets to support and unpack Bullying and Harassment Procedures for students, parents and the school community. These are available on the school portal.

Some information sessions about PB4L, including bullying, is made available to students as well as the parent body.

Teaching about Bullying and Harassment

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

Responding to Bullying and Harassment

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

In situations where bullying behaviour is alleged, staff at St Mary's will follow the steps below:

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.

St Mary's Primary School will not give parents/carers any of the personal details of other students involved or any details of consequences given to other students involved.

Preventing Bullying and Harassment

St Mary's Primary School plan for a safe, supportive and inclusive school to prevent bullying and harassment. St Mary's Primary School do the following to prevent bullying and harassment:

1. Student assemblies: Student bullying and expectations about student behaviour is discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour. This is achieved through an induction process as well as having access to our Student Behaviour Support Plan and our Professional Learning.
5. Communication with parents: St Mary's Primary School provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.
6. Explicit promotion of social and emotional competencies among students. This involves the explicit teaching of ACARAs General Capabilities - Personal and Social Capabilities. This also includes the explicit teaching of Zones of Regulation and may include You Can Do It and Games Factory.

7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection.

Be You Programs Directory - **Be You**

STEPS - STEPS framework (bullyingnoway.gov.au)

Bullying No Way – **Bullying No Way**

St Mary's employs a proactive focus on educating and empowering bystanders of bullying through focused and planned interventions. St Mary's recognise the importance of bystanders and their role in the prevention of bullying as research has demonstrated bystanders are present most of the time (85%) where adults are rarely present.

Student Procedures

If a student is bullying you, be strong and assertive. These strategies will help you deal with someone who is bullying you.

- **Ignore the bully.** If you can, try your best to ignore the bully's threats. Pretend you don't hear them and walk away quickly to a safe place. Bullies want a big reaction to their teasing and meanness. Acting as if you don't notice and don't care is like giving no reaction at all and this might stop a bully's behaviour. Walk tall and straight in a confident way, rather than hunched over, looking scared or uncertain.
- **Stand up for yourself.** Pretend to feel brave and confident. Tell the bully "No! Stop it!" in a loud voice. Then walk away or run if you have to. Students also can stand up for each other by telling a bully to stop teasing or scaring someone else and then walking away together. If a bully wants you to do something that you don't want to do, say "no!" and walk away. If you do what a bully says to do, the mean student is more likely to keep bullying you. Bullies tend to pick on people who don't stick up for themselves. Practise looking in a mirror and saying in a loud voice, "No" or "Leave me alone" or "I do not like what you are saying or doing". Look the bully straight in the eye. Don't cower. A firm rebuff often deters a bully looking for signs of weakness.
- **Don't bully back.** Don't hit, kick, or push back to deal with someone bullying you or your friends. Fighting back just satisfies a bully and it's dangerous, too, because someone could get hurt. You're also likely to get in trouble. It's best to stay with others, stay safe, and get help from an adult. Walk away from bullying quickly and confidently. Don't fight to keep possession of anything e.g. marbles, toys, sporting equipment.
- **Tell an adult.** If you are being bullied, it's very important to tell an adult. Find someone you trust and talk about what is happening to you. Teachers, principals, parents and office staff at school can all help to stop bullying. Sometimes bullies stop as soon as a teacher finds out because they're afraid that they will be punished by parents. This is not "telling on" or "dobbing on" someone who has done something small — bullying is wrong and it helps if everyone who gets bullied or sees someone being bullied speaks up.

Bystander Behaviour

Bullying is a difficult problem that only gets worse when it is ignored. Research has demonstrated that bystanders play a significant role in reducing bullying. Students should be educated of the impact of "Bystander Behaviour" in the contributions to bullying.

- Bystanders are present most of the time (85%), where adults are rarely present.
- Most young people feel uncomfortable but very few know what to do to stop it happening.
- Bullying behaviour is reinforced where people watch but do nothing.
- When bystanders do intervene, the bullying is more likely to quickly stop most of the time.

Student Responsibilities for Positive Bystander Behaviour

Students can be active and positive bystanders in the following ways:

- Make it clear to their friends that they won't be involved in bullying behaviour.
- Never stand by, watch or encourage bullying behaviour.
- Do not harass, tease or spread gossip about others.
- Respect everyone and value differences between people.
- Be friendly to other students – especially if they are new.

If students see someone being bullied, they are encouraged to:

- Keep safe and choose the best response to match the situation.
- Speak up and let the person doing the bullying know that what they are doing is wrong.
- Refuse to join in the bullying and walk away.
- Support the student who is being bullied and ask for help.
- Ask a teacher or support person for help.

Parent Procedures

Watch out for signs which might suggest that your child is being bullied i.e.

- Sudden reluctance to go to school.
- Playing truant.
- Taking a longer route home from school.
- Falling behind in class.
- Nightmares, bed-wetting, crying themselves to sleep.
- Money or toys going missing at home.

Encourage your child to be assertive:

- Encourage your child to speak out if they are bullied.
- Contact the school if there is a belief that a child is being bullied.
- Be willing to co-operate with school personnel if their child has been caught bullying.

Key contacts for students and parents to report bullying

Class Teacher – Staff – 3281 1998

Acting Principal – Mia Curtis – 3281 1998

APA – Joshua O'Keeffe – 3281 1998


Cyberbullying

Cyberbullying is treated at St. Mary's Primary 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.

St Mary's Primary School provides education and prevention strategies related to cyber bullying and harassment by:

- Explicit teaching and class discussions on what cyber bullying is and is not and ways to respond if cyberbullying occurs (at school and at home)
- St Mary's Primary Student Device and Internet Resource Consent Form
- Students and parents sign terms and conditions of Technology Use annually
- Classes have a mobile phone lock box where students are required to hand in their mobile phone at the start of the school day and retrieve at the end of the school day
- Clear expectations of technology use (e.g. iPads, Laptops)
- Class information sessions from external professionals
- Parent information sessions from external professionals
- Staff information sessions from external professionals

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.

St Mary's Primary School use the following resources to further develop these personal and social capabilities:

- Be You Programs Directory
- STEPS
- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

St Mary's Primary School use behavioural data together with other data sources to make data informed decisions about student supports. This includes the PB4L Universal Team (consisting of teachers and leadership) meeting every week to respond to behavioural concerns and termly analyse school data and feedback to staff meetings. Twice a year this data is shared at a whole school staff meeting to identify patterns and implement relevant responses to behaviour needs. In addition, the Tier 2/3 Team meet weekly to prioritise students requiring or enrolled in Targeted or Personalised support

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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	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>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.</p>
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

	Descriptor	Definition	Example
			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	Accessing inappropriate websites, using someone else's log in

	Descriptor	Definition	Example
		technology including cell phone, music/video players, camera, and/or computer	details, inappropriate additions to Facebook (written and images)
12	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	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	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
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	Knife, toy gun, gun
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
16	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.
17	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,	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

	Descriptor	Definition	Example
		compulsive, coercive or degrading	phone and the internet which includes sexual images.
18	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
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal

Issue date: 23/02/2026

Next review date:

23/02/2027