ST JOHN'S COLLEGE

School Wide Positive Behaviour Support Plan 2025

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School Vision and Mission- Teach Challenge Transform

St John's College is a Catholic learning community established by the Good Samaritan Sisters in the Benedictine Tradition. In a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young people who are committed to transforming our world through example, service and leadership.

St John's College acknowledges the traditional custodians of this land, the Kabi Kabi people, and pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia. We must always remember this land is, was and always will be traditional Indigenous land.

St John's College, in collaboration with parents and carers:
- Provides a Christian based education in the Catholic tradition and develops a community of faith and learning that is open and inclusive of other faith and cultural traditions.
- Is committed to a holistic curriculum which promotes the integration of faith, life and culture.
- Endeavours to provide a quality education that is equitable and strives to engender the creativity, initiative and ability of each student.
- Aims to stimulate a culture of learning that is life-giving and life-long.
- Is willing to engage with social justice, moral, environmental and political issues with a special concern for those on the margins of society.
- Cultivates right relationships through the hospitality of heart and place.

Our School Context

St John's College has a current enrolment of 940 students in Years 7 to Year 12 and is staffed by professional, innovative, caring and dedicated teachers. St John's has been established for over forty years on its present site and over eighty years as a Catholic secondary school in Nambour. With outstanding modern facilities, St John's College has a fine tradition of scholastic, cultural, sporting and extra-curricular success and excellence.

St John's College is built on a foundation of high expectations, where good people, Gospel Values and positive attainment come together to create an exceptional educational experience. At St John's College, we prioritise the happiness and safety of our students. Our dedicated and supportive community fosters an environment where every child feels a strong sense of belonging and connection, is valued and encouraged to explore and achieve their full potential.

We believe in the power of a quality Catholic education to guide students towards becoming respectful, responsible, resilient and compassionate individuals. Through a curriculum embedded in these principles, we inspire our students to embrace and value inclusivity, empathy, humility, kindness, stewardship and an authentic care for the other.

Consultation and Data Review Process

St John's College developed this plan in consultation with our school community. The expected behaviour matrix was developed primarily from student consultation. Student expectations were then presented to staff, parents and the school board. Consultation occurred through staff and school board meetings, Brisbane Catholic Education consultation and distribution of the draft plan for comment and review.

Through the implementation, development and integration of ENGAGE behavioural data forms a strong foundation, coupled with staff input, to inform pastoral practices and behavioural support approaches.

In 2025 this plan will be endorsed by the Principal, the School Board, and the Area Supervisor, and a detailed review will be completed every 2 years with a high-level check performed annually.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

St John's Values Statement

At St John's College we are called to be neighbour to all…
Through committing to *R*espectful relationships,
engaging as *R*esponsible learners,
developing as *R*esilient young people.

We believe all members of our community are 'called to be Neighbour to all' and the 12 Samaritan values illustrated through our Good Samaritan parable are the pillars on which our school is built. These values are: Hospitality, Balance, Community, Listening, Prayer, Peace, Healing, Word of God, Stewardship, Humility, Partnership and Compassion.

This call is then lived out through our values with a focus on developing:

- Respectful relationships
- Responsible learners
- Resilient young people

Student Wellbeing Philosophy

All members of the St John's College community are encouraged to focus on enhancing an environment of inclusivity where the values of compassion and justice permeate through the learning journey. As an inclusive and authentic Catholic community, we constantly strive to develop the whole student; mentally, physically, emotionally, and spiritually. The strength of the relationships we share within the College are key to our ability as educators to facilitate the development of respectful, responsible, and resilient young people. Through quality teaching and learning experiences students are challenged to make positive choices about their education. In fostering right relationships, students are encouraged to reflect upon their actions, and to open their hearts and minds by reaching out to those who are marginalised.

Pastoral Approach

Through processes of coordinated, early and targeted intervention, student wellbeing and progress is supported and monitored.

The pastoral approaches of the College include but are not limited to:

- Pastoral care classes and the extended pastoral care program.
- Year level pastoral teaching team which allows a group of staff to journey with each year level for their entire time at the College.
- Individual Pastoral Middle Leaders who guide each year level through the challenges of the particular phase of learning and development.
- Learning and teaching experiences that every teacher provides that allow for inclusion and learning for all in a safe environment.
- Extra-curricular experiences provided by staff and student leaders which allow for students to develop their gifts, make connections with others, develop confidence, and learn the importance of balance.

Co-curricular school events and opportunities that provide a pastoral focus in bringing the school community together and working to show all that they have a place at the College.

2. Positive Behaviour 4 Learning (PB4L) - Our Systems Approach

What is Positive Behaviour 4 Learning?

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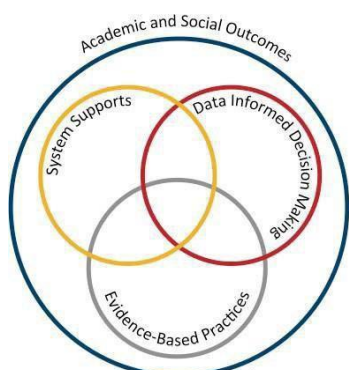

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self- Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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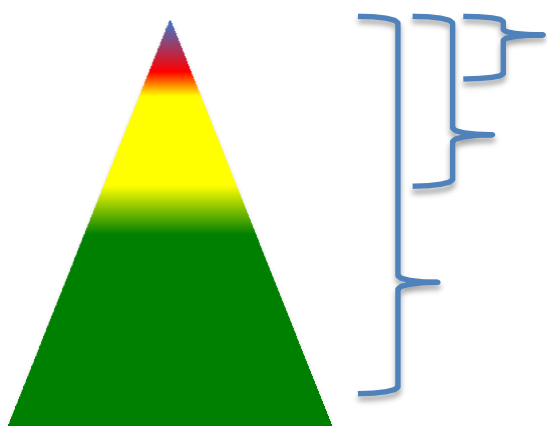

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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

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

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

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

3. Student Behaviour Support Leadership & Professional Learning for College Staff

The behavioural support leadership structure includes the overall PB4L team which includes Pastoral Programs Leader, Deputy, AP – Wellbeing and Engagement, Pastoral Middle Leaders, Guidance Officer and a number of interested staff. The targeted support team includes the Guidance Officer, Pastoral Programs Leader, Deputy and AP -W/E in consultation with relevant pastoral teachers and staff.

The team meets fortnightly with the pastoral programs leader, guidance officer and support teachers presenting relevant data (ENGAGE) and BI data and student referrals from staff. Minutes and agendas are stored in Pastoral Programs and summarised for staff accordingly.

Staff have taken part in PB4L training through staff meetings, ENGAGE training and the effective and expected practices from BCE.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

At St John's College our school-wide expectations are:

- Be Respectful
- Be Responsible
- Be Safe (Be resilient)
- Be a Learner

Our school-wide matrix determines the social skills and 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 discipline.

In addition to our school–wide 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. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG

2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. (www.acara.edu.au).

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 behaviours

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

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

- Beginning of school year orientation day.
- Pastoral care period, fortnightly throughout the year.
- Time built into the first weeks of schools and boosters later in the year.
- Assemblies followed by group practice.
- New student orientation when needed.
- Student ambassadors 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, the term feedback is used for any information given to students about their current achievements (Wiliam, 2011 pp.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning. It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement.

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.

At St John's College, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening reactively after behaviour incidents occur. In this spirit, the College has adopted the Positive Behaviour 4 Learning (PB4L) framework, which is based on actively promoting and supporting positive behaviours in the school community, which will enhance the learning opportunities.

As a vehicle for transmitting the program, the College adopted a core values statement that reminds our school community that as a Catholic school we are called to be neighbour to all. This embeds the twelve Samaritan values and furthermore, students are expected to:

- Commit to respectful relationships
- Engage as responsible learners
- Develop as resilient young people

Establishing Behaviour Expectations

At St John's College, there are many ways staff establish the behaviour expectations of our students, including:
- Explicit teaching and consistent follow-up of school rules.
- Maintaining high expectations.
- Modelling positive behaviours to students.
- Affirming students who demonstrate positive behaviours.
- Using appropriate consequences for not meeting behaviour expectations.
- Explaining why a behaviour is expected or a consequence is necessary.
- Empowering students to take responsibility for their actions.
- Being flexible to allow for unforeseen circumstances or students with needs.
- Effective communication and sharing a common language about behaviour in our school community.

- Use of questioning technique that encourages students to be reflective and restorative in their approach.
  - What is/are our learning expectations?
  - What does the learning expectation look like in this class/ setting?
  - How can you meet this expectation?
  - How can I help you meet this expectation?
  - What will happen if you do not meet this expectation?
  - Teacher gives timely positive feedback throughout the lesson to the student and checks in with the student at the end of the lesson.

Positive School Culture

Each week, the school community gathers together for either extended Pastoral Care lessons or Year Level Assemblies. Additionally, we have a whole school assembly each week. During these times, we create and enrich our positive school culture through prayer, recognition of special achievements, discussing pertinent social and emotional issues and establishing clear expectations across our school community. Furthermore, we remind students of our anti- bullying policy and raise awareness of current and forthcoming school events. These features support the creation of a positive whole school culture.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:
- Praise/encouragement (verbal/written)
- Phone calls, emails, or communication to parents (*affirmation letters senthome*)
- Sharing work with others (Principal, Deputy, A.P.A., A.P.R.E., other yearlevel classes, parents)
- Celebrations including our annual St John's Day
- Articles in St John's College Newsletter – weekly electronic publication
- Announcements on the College website
- Interim and end of Semester Reports
- Parent/Teacher interviews
- Senior References
- Recognition at Year Level and whole school assemblies

Awards and acknowledgement

The everyday actions of staff endeavour to encourage and acknowledge students' positive behaviour both socially and towards learning. The interactions that staff have with students are instrumental in fostering a positive behavioural culture within the College, this includes greeting students, incidental pastoral conversations that develop the staff/student working relationship and recognising students continued effort in learning regardless of their success. Within the learning process the interactions extend to direct the students to how they can demonstrate specific performance criteria. Teachers use of learning intentions to direct the learning focus and the development of the student's understanding of the success criteria are key instruments in achieving success and progress of all

students. The use of regular quality feedback opportunities facilitates such success and is a focus for all St John's teachers.

We acknowledge student efforts and results more formally in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. The following St John's College Schedule of Awards outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school.

The efforts of staff members are also acknowledged at whole school assemblies and staff meetings, as well as in the College weekly newsletter and on the College website.

Sports Awards Semester 1 & 2
- During Academic Awards ceremony.
- Recognising achievement in a variety of categories for relevant whole school sports.
- Recognising achievement in the major Inter-House sporting carnivals.

Arts Gala Evening
- Conducted in Term 4.
- Recognising achievement in a variety of categories for relevant cultural pursuits.
- Recognising achievement in all Arts subjects across all year levels.

Academic Awards Semester 1
- Distributed after Semester 1 Report Cards
- Recognising excellence with results and consistency with work habits

Academic Awards Semester 2
- Distributed after Semester 2 Report Cards (start of new academic year)
- Recognising excellence with results and consistency with work habits

Achievement Awards – Year Level Assembly
- Provides the opportunity to acknowledge and celebrate student achievement whether it be academic, sporting, service learning or cultural. These provide the opportunity to acknowledge students who have demonstrated positive spirit or significant achievement in any aspect of their school participation.

Achievement Awards – Whole College Assembly
- Acknowledge exceptional or outstanding achievement in the context of a College activity.
- Acknowledgement of participation in a significant outside event or competition.
- Provide the opportunity for performing arts students to display their talents.
- PC Awards for consistent and significant contribution to the PC group throughout the year

- Gold/ Silver/ Bronze academic awards for academic achievement for each year level.
- Special Awards for significant achievement in a broad range of College and community participation.
- Major awards

Catholic Education Week (Good Samaritan Awards)

- Good Samaritan Award is issued annually to a student from each pastoral care group who has demonstrated our College and good Samaritan Values.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

Tier 2 Targeted Supports

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

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

- Restorative Justice processes and questioning strategies

To respond to challenging behaviour:	To help those harmed by other's actions:
What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think you need to do to make things right?	What did you think when you realized what had happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

- Programs focused on students social and emotional development. 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.

- Year Level or single gender skill sessions: these sessions focus on developing the skills of a group that data has shown they may be lacking. These have included but are not limited to; study skills, dealing with conflict, recognising and dealing with stress, relaxation techniques and recognising and developing positive relationships.

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004) The program 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 ultimate goal is to move the student to self-management.

- The Check and Connect Mentoring Program – (Christenson et al, 2012) The core of Check & Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student.

Tier 3 Individual Supports

Successful outcomes for student's whose behaviour has not responded to universal or targeted supports are dependent our ability to intervene as early as possible with appropriate evidence–based interventions. A function-based approach is an essential feature of PB4L.
Individual Support interventions offered at St John's College include:
- Functional Behavioural Assessment and designing and Individual Behaviour Support Plan
- Pro-active Collaborative Problem Solve 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
- The Check and Connect Mentoring Program – (Christenson et al, 2012)

4. Feedforward: Responding to unproductive behaviours

Even with our positive approach to teaching and supporting appropriate behaviour, some problem behaviour will still occur. To ensure that students who are unable to demonstrate positive behaviours for learning are proactively identified and supported at St John's College we use the online system Engage (Student Behaviour Support System). This system is used to collect behavioural data and identify students who require additional support to demonstrate positive behaviour.
Within the Engage system unproductive behaviours are classified as minor or major. Minor behaviours are addressed by teachers in the setting where the behaviour occurs i.e. the classroom or non-classroom setting. Major behaviours are addressed by teachers with support by College Leadership in

a more private setting i.e. Administration Office. In addressing unproductive behaviours in the classroom or non-classroom setting, actions include the broad strategies of de-escalating, problem solving, use restorative practices and formal sanctions.

It remains imperative that Engage data is analysed for patterns and triggers by teachers. Such analysis sees uniform and mobile phone issues monitored and followed up by the Pastoral Program Leader and results in parent communication and student support to follow such guidelines.

For class behaviour concerns, St John's College also uses the approach where classroom teachers are at first supported by the Curriculum Middle Leader and the Pastoral Middle Leader will manage responses where issues are across multiple subject areas.

All welfare/wellbeing concerns are managed by the PML and they are supported by College Leadership and Guidance staff.

Behavioural issues external to the classroom environment are also managed by PML and College Leadership.

For all issues, it is important that the Pastoral Care Teacher remains aware of the issues confronting students in their PC. This is facilitated through Pastoral Care teachers using the Engage tracking function for their PC class as well as communication being distributed to the Pastoral Care Teacher from Pastoral Middle Leaders where possible.

There are three evidence-based approaches that we use at St John's College to feedforward and respond to unproductive behaviours and the strategies used are listed in table below:

De-escalation	Problem-solving	Restorative
Supervised time out in a safe space in the classroom. Supervised time out in a safe space outside of the classroom. Set limits. Individual Crisis Support and Management Plan.	Teacher – student conversation. Work it out together plan – teacher and student. Teacher – student –parent meeting. Teacher – student – leadership conversation.	Student apology. Student contributes back to the class or school community. Restorative conversation. Restorative conference.

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based approaches. Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though responses for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting, and the frequency and severity of the behaviour. Fairness means that everyone receives what they need in order to be successful and meet the expectations.

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'time out' is for a student to regain control of their own behaviour.

For major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the College Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

5. BCE Formal Sanctions

- **Detention process** – These may be at lunch time or after-school. All after-school detentions require 24 hours' notice to families and communication with Administration is required. Parents are notified using both email and telephone communication. Supervision arrangements are finalised with the Pastoral Programs Leader or the AP – Wellbeing and Engagement.

- **Suspension process** – All suspensions are approved by the Deputy Principal, in consultation with the College Principal. Parents are notified through correspondence generated through Engage and phone communication. The suspension record is completed by either the AP – Wellbeing and Engagement or the Deputy Principal. The re-entry process is facilitated on the first day back and this meeting includes a representative from the Senior Leadership Team, parent/guardian, student and Pastoral Middle Leader.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School 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.

- **Exclusion** – Where the student behaviour continues to escalate and a negotiated change of school is not possible, an application to BCE for a formal exclusion may occur. This is facilitated by the College Principal, with the support of the Senior Leadership Team. This process would also involve parent and student voice and our aim is to always try and set the student up for a successful transition.

    For appeals, the school aligns to BCE processes.

Behaviour Support Plan (C.M.L, P.M.L, College Leadership)

The College uses various levels of Student Contracts to allow for targeted intervention strategies. These contract processes typically have:

- A start and end date.
- An outline of the specific issue being addressed.
- A parent interview at the commencement and conclusion of the contract.
- A monitoring/data collection device (i.e. Behaviour card or regular communication with teachers).

At St John's College, we have:

> Green – Initial Support Plan (CML/PML actioned)
> Amber – Individual Behaviour Support Plan (DP/AP created)
> Red – Principal's contract (Principal)

Please note that the College also have enrolment contracts (Years 7-10) and senior studies contracts (Years 11 & 12.)
Furthermore, students are often in contractual arrangements where courses of study are altered. (AP Studies.)
Finally, while contracts are normally fixed term – where a major behavioural issue needs to be expressly prohibited for the student's continuing enrolment, the contract may be for the remainder of the student's enrolment agreement.
Copies of all Behavioural contracts are kept in student files.

As part of the suspension procedure, you have the right to respond to, or appeal this suspension. Appeals for suspensions less than five (5) days should be directed to the Principal. For suspensions more than five (5) days the appeal should be directed to the Senior Leader - School Progress and Performance at schoolenquiry@bne.catholic.edu.au.

Data Informed Decision Making - Additional information on page 21

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.
The college uses behavioural data together with other data sources to make data informed decisions about student supports, this includes:

- Review and Response meetings
- Knowing your students (annual meeting)
- Pastoral Team meetings (fortnightly)
- Year Level specific – Student Support Meetings

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

St John's College immediately investigates and responds to issues of bullying and cyberbullying. All members of the College community (students, parents, staff) have the right to feel safe and welcome at all times.

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).

For the purpose of this section, bullying and cyberbullying are used interchangeably.

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

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

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our Whole-school approach to preventing and responding to student bullying and cyberbullying

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.

Students who witness or experience bullying are strongly encouraged to discuss their concerns with any staff member from the Community. Students and parents are encouraged to discuss any issues in person, phone or via email. Staff members once informed of allegations of bullying are to inform the relevant Pastoral Middle Leader and Deputy Principal – immediately. All allegations of bullying and harassment will be taken seriously and investigated thoroughly.

It is a priority that all students (victim and perpetrator) involved in bullying issues will receive significant counselling and pastoral support to learn from the incident.

1. Understanding Bullying and Harassment

Annually staff are educated about contemporary issues impacting on the wellbeing of students. This explicitly includes formation regarding bullying and cyberbullying issues.

2. Teaching about Bullying and Harassment

Our College embeds a personal development program focused on:
- Relationships and sexuality education
- Annual Anti-Bullying Week presentations and activities (including Harmony Week and diversity initiatives)
- Year Level specific guest speakers
- Catholic perspectives and the ACARA Social and Emotional Capabilities

3. Responding to Bullying and Harassment

- **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 Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying, Cyberbullying and Harassment

Teacher Education - Teachers at St John's College will:
- Reinforce students' positive peer interactions in the classroom and playground.
- Vigilantly monitor and proactively address bullying incidents according to College management procedures.
- Develop and implement a sequence of focused curriculum activities that genuinely educate students about the nature, causes and consequences of bullying and successful strategies for preventing and addressing bullying in the school context and implement perspectives across Curriculum Areas to create a highly visible program.
- Actively engage students in promoting a positive school climate with zero reinforcement and tolerance of bullying behaviours.

Parent Education - Parental support is crucial. The College will provide parents with information about:
- The rationale for addressing school bullying and foster their involvement and support.
- The nature causes and consequences of bullying for victims, bullies and bystanders.
- Successful strategies for encouraging their children to prevent and assist in addressing bullying within the school context.
- The College policy for managing bullying incidents.
- How they can assist their child to support the College policy.

Educating Students - Students in our College are actively engaged in creating and shaping a positive College environment. This is achieved by educating students about:
- The nature causes and consequences of bullying.
- Self-control strategies
- Target avoidance skills and resilience
- Positive peer interaction skills
- Avoiding reinforcing bullying behaviours
- The importance of reporting bullying incidents to teachers
- Where they can seek assistance
- Strategies they can implement to constantly promote a positive College climate and
- College procedures for addressing suspected bullying incidents.

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.

Key contacts for students and parents to report bullying

- Paula Elvy – Deputy Principal
- Marcus Pojtek – Assistant Principal – Engagement and Wellbeing
- David Pye – Guidance Counsellor
- Johanna Quinn– Guidance Counsellor
- Year Level Pastoral Leaders

- Phone: 5441 5666

Cyberbullying

- Cyberbullying is treated at St John's College with the same level of seriousness as direct bullying.
- It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Resources

- [Bullying online | eSafety Commissioner](#)
- [Bullying No Way](#)
- [Programs Directory - Be You](#)
- [www.australiancurriculum.edu.au](#)

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 John's College uses behavioural data together with other data sources to make data informed decisions about student supports. This includes team meetings – Pastoral Leader meet every fortnight with AP Engagement and Engagement (Tuesday) to analyse universal school data and feedback to staff meetings. Student Support targeted and personalised team (including Pastoral Leaders, STIEs, GCs & Leadership) meet every three weeks to analyse and prioritise students requiring targeted or personalised supports. Staff engage in review and response meetings and NCCD handover meetings annually. Additionally, Student Protection Contact meetings occur every fortnight to review student requiring additional supports/review.

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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

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour

6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

|	Descriptor	Definition	Example
		Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

St John's College is built on a foundation of high expectations, where good people, Gospel Values and positive attainment come together to create an exceptional educational experience. At St John's College, we prioritise the happiness and safety of our students. Our dedicated and supportive community fosters an environment where every child feels a strong sense of belonging and connection, is valued and encouraged to explore and achieve their full potential.

• Every member has an inherent dignity as formed in the image and likeness of God. Our behaviour support processes maintain our high expectations for our community to flourish and as such any follow up is addressing the behavioural choice and not the individual.

• Our caring staff aim to educate our students so that they make the right choices. We acknowledge that we are not in charge of another person's behaviour and it is up to that individual to choose/self-regulate behaviours that are responsible, respectful and value adding to the school and wider community.

• At St John's College, we are proud the quality of our learning environment. We reiterate that no one student has the right to disrupt another student from learning or violate the rights of others. Students have the 'Right to Learn' and teachers have the 'Right to Teach' without the fear of harassment, intimidation or purposeful distraction.

• College Behaviour Support Processes are underpinned by Restorative Justice Practices and Positive Behaviour for Learning (PB4L). These approaches emphasise fairness, equity and consistency and are supported by the Good Samaritan values of forgiveness and peacemaking.

• The St John's College Behaviour Support Processes are not about something you 'do' to students to make them behave once and for all – it may take time. Some students will learn to choose appropriate behaviours sooner than others.

• Of course, some students, regardless of what approach is taken, may escalate behaviours. If that is the case, we see it as a privilege to work in respectful partnership with student and parent/s to develop responsible, respectful and resilient young people. Staff will follow the necessary procedures and work towards a reasonable outcome for all parties involved.

• Due to confidentiality, staff will not discuss another student's support plans, consequences or other family's circumstances - unless nominated as a primary caregiver or parent of that child. We respectfully ask that parents trust the College and accept that we are bound to implement necessary/ regulated responses as determined/ aligned to Brisbane Catholic Education policies – this is an imperative component of enrolment at St. John's College. It is imperative that families feel this trust in order to establish an optimum learning and school / family partnership.

• Behaviour that falls outside the expectations of the College can be categorized into two areas – minor and major behaviours.

• Whilst implementing high expectations, as identified during the enrolment process, staff will always look at ways we can support our young people to make responsible and respectful decisions/choices.

• We greatly appreciate parental support as we work together to achieve holistic growth for all young people at St. John's College.

St John's College Nambour
Managing In-Class Behaviours
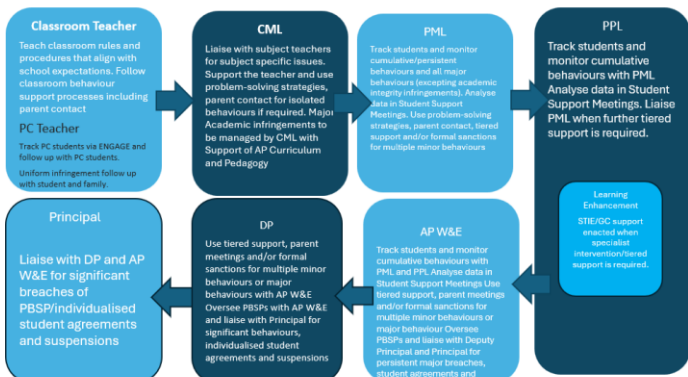
St John's College Nambour
Major Behaviours

St John's College is committed to providing a safe, happy, secure and supportive learning environment where every person in our community, be it student, staff or parent/caregiver, has the right to feel safe and free from any form of intimidation be it physical, verbal, emotional or sexual.

All persons in our community have the right to be free from humiliation, harassment and abuse and need to look for ways to reinforce the Good Samaritan values, which promote and protect the rights and dignity of each individual. Each member of the community ought to recognise that any behaviour, which intimidates another person is unacceptable and that every member has the responsibility to protect his/her own as well as other's rights to ensure that there exist right relationships amongst members of the community.

What is Bullying?

For the purpose of this section, bullying and cyberbullying are used interchangeably.

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 (Bullying No Way, 2023).
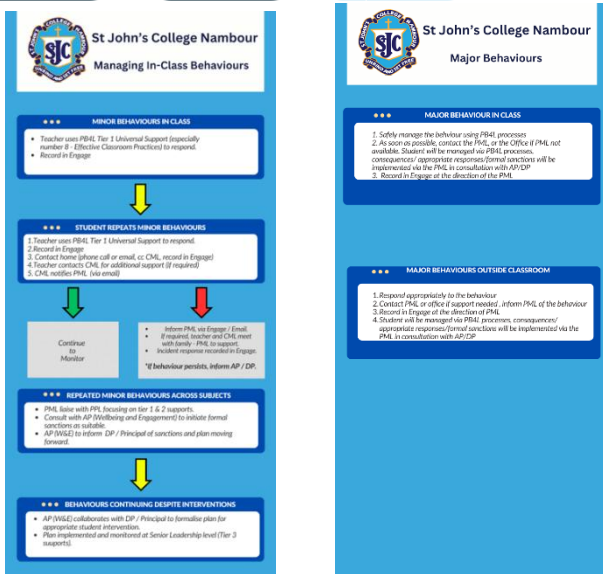
What is Bullying Continued?

Bullying is intentional and involves an imbalance of power. It involves intimidation, coercion and deliberate control and can take several forms. Some examples include:

• Physical, emotional and/or sexual abuse
• Racists or Sexual Taunts
• Repeatedly spreading rumours and lies
• Ongoing threats, ongoing teasing, repeated inappropriate joking or making fun of a student
• Cyber-bullying (text messages, email, chat rooms, blogs)
• Inappropriate use of technology
• Purposeful property tampering / misuse
• Deliberately and continually excluding a student from groups and activities
• Inappropriate note writing
• Inappropriate gestures and touching
• Stalking / close proximity on regular occasions
• Other

How Can I Report Bullying?

A student who feels that they are being bullied, is encouraged to approach in the first place:

• Classroom Teacher / Year Level Leader
• Supervising Teacher
• Guidance Counsellor
• Student Protection Officer
• Anonymous reporting – Student Portal
• Parent / Care Giver – Report in a respectful manner
• Other willing and able person – report immediately

Whole-School Approach to Preventing and Responding to Student Bullying and Cyberbullying

Our school uses the Positive Behaviour for Learning Framework (PB4L), Restorative Justice Processes and the Australian Education Authorities resource Bullying 'No Way!' to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Students who witness or experience bullying are strongly encouraged to immediately discuss their concerns with any staff member from the community. Students and parents are encouraged to respectfully discuss any issues in person, phone or via email – we will act on the information we know about.

Staff, once informed of allegations of bullying will inform the relevant Year Level Leader, Pastoral Support Leader and/or Assistant Principal Wellbeing and Engagement or Deputy Principal. All allegations of bullying and harassment will be taken seriously and investigated thoroughly.

What Happens When an Incident is Reported?

When an incident is reported, the appropriate staff member will reasonably investigate the complaint to the best of their ability. St John's College staff adopt a 'no blame' approach to this process.

If behaviours/ actions are deemed to be inappropriate, as per the College's Behaviour Support Plan, staff will proceed with the following steps;

Step 1: Year Level Leader will interview all parties concerned. Determine the underlying problem and talk to students about the consequences/impact of their behaviour and respond as determined by the College's Behaviour Support Plan. Parents will be notified about action, supports and next steps. Meeting with College GC may be an important part of the restorative process. Supports will be offered to those involved. Formal sanctions and a re-entry interview with the Year Level Leader and Pastoral Support Leader – Assistant Principal if required.

Step 2: Repeated or more serious bullying/ harassment will be referred to the Pastoral Support Leader. All parties concerned will be interviewed. Formal sanctions as required. A formal student, parent and staff conference will be required. This conference will include Year Level Leader and or Pastoral Support Leader, Counsellor - AP as needed. Meeting with the GC will be an important part of the restorative process. Wellbeing supports will be offered to those involved.

Step 3: Ongoing issues of harassment / bullying will be referred to the Assistant Principal Wellbeing and Engagement. All parties concerned will be interviewed. Formal sanction as required. A formal student, parent and staff conference will be required. This conference will include the Assistant Principal Wellbeing and Engagement, Year Level Leader and/or Pastoral Support Leader, Counsellor. Meeting with the GC will be an imperative part of the restorative process. Wellbeing Supports will be offered to those involved.

Step 4: Further bullying/ harassing behaviours will be referred to the Deputy Principal to discuss next steps, tiered support and formal sanctions. Student, Parent, GC, SLT conference. Meeting with the GC will be an imperative part of the restorative process. Wellbeing Supports will be offered to those involved.

Step 5: Continuous and repeated incidents of harassment / bullying will be referred to the Principal to discuss next steps supports, formal sanctions and/or enrolment at the College. A formal meeting will occur with the Principal and Deputy.

It is our priority that all students (victim and perpetrator) involved in bullying issues will receive significant counselling and pastoral support to learn from the incident.

The College aims to use restorative justice to resolve differences between the victim and the perpetrator in a non – threatening manner.

SJC Factsheet - Appropriate Technology Usage / Cyberbullying - Outside of School Hours

As a college we encourage and endorse that students use technology/digital devices for educational purposes.

The school is not responsible for how technology or digital devices are used within the home environment and request that parents regularly monitor their child's/ren use of technology and digital devices. Parents / caregivers are strongly encouraged to speak with their child/ren about appropriate use of technology / digital devices and establish and reinforce healthy technology/digital device usage habits and boundaries when in the home environment. Parents / caregivers are primarily responsible for their child's/ren use of technology / digital devices such as social media, digital platforms, internet usage and communication, outside of school hours. Parents are encouraged to contact the Esaftey Commissioner Online safety | eSafety Commissioner or relevant external authorities if they experience or receive repeated highly inappropriate digital content.

The school will get involved with issues relating to cyber safety (inappropriate use of technology/digital devices) when it disrupts the good order or common good of the school community. College staff will work with students and parents to provide education about effective and appropriate use of technology/digital devices, how to maintain right relationships and friendships in and out of the College grounds and the impact of cyberbullying. If a student is exposed to or is a victim of the inappropriate use of technology /digital devices over a weekend or outside of school hours, our staff will remind parents of our cyberbullying (bullying) process and options for seeking external supports such as Esaftey Commissioner Online safety | eSafety Commissioner or relevant external authorities (QPS).

All members, parents, staff and students, of the St John's College community have an important role to play in delivering and ensuring a happy and safe learning environment and defining what constitutes appropriate and healthy digital devices/technology usage, boundaries and expectations. It is not reasonable to hold school staff responsible for incidents involving social media outside of the schooling context, however, we will be proactive in responding to matters related to innapropriate use of technology digital devices, so that interactions between students at school remain respectful and productive.

What Happens When an Incident of Cyberbullying / Inappropriate Use of Technology/ Digital Devices is Reported?

When an incident is reported, the appropriate staff member , 11 reasonably investigate the complaint to the best of their ability. St John's College staff adopt a ·no blame· approach to this process.

If behaviours / actions are deemed to be inappropriate, as per the College's Behaviour Support Plan, staff will proceed with the following steps:

Step 1: Year Level Leader will interview all parties concerned. Determine the underlying problem and talk to students about the consequences/impact of their behaviour and respond as determined bY the College's Behaviour Support Plan. Parents vAll be notified about action, supports and next steps. Meeting with College GC may be an important part of the restorative process. Supports will be offered to those involved. Formal sanctions and a re-entry interview with the Year Level Leader and Pastoral Support Leader - Assistant Principal tt required.

Step 2: Repeated or more serious bullying/ harassment will be referred to the Pastoral Support Leader. All parties concerned will be interviewed. Formal sanctions as required. A formal student, parent and staff conference will be required. This conference will include Year Level Leader and or Pastoral Support Leader, Counsellor- AP as needed. Meeting with the GC will be an important part of the restorative process. Wellbeing supports will be ottered to those involved.

Step 3: Ongoing issues of harassment / bullying will be referred to the Assistant Principal Wellbeing and Engagement. All parties concerned will be interviewed. Formal sanction as required. A formal student, parent and staff conference will be required. This conference will include the Assistant Principal Wellbeing and engagement. Year Level Leader and/or Pastoral Support Leader, counsellor. Meeting with the GC will be an imperative part of the restorative process. Wellbeing Supports will be offered to those involved.

Step 4: Further bullying/ harassing behaviours **will** be referred to the Deputy Principal to discuss next steps, tiered support and formal sanctions. Student, Parent. GC, SLT conference. Meeting with the GC will be an imperative pan of the restorative process. Wellbeing Supports will be offered to those involved.

Step 5: Continuous and repeated incidents of harassment / bullying will be referred to the Principal to discuss next steps supports, formal sanctions and/or enrolment at the College. A formal meeting willoccur with the Principal and Deputy.