



St Bonaventure's College

Flagstone

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

College Vision, Mission and Values

Vision Statement

We are a Christ centred learning community creating a hope-filled future.

Mission Statement

St Bonaventure's is a Catholic College in the Franciscan tradition, dedicated to making Jesus known.

At St Bonaventure's College, students, staff, and families commit to:

- Seek and nurture individual encounter with Jesus
- Respect each person's God-given uniqueness
- Live a life committed to solidarity with those on the margins of society
- Seek wisdom through learning and continuous improvement

Values

- **Joy** – Seek to find joy in the world, in God's creation, and in everything
- **Courage** – Courage to live faith through action and service
- **Love** – Love of God, love of self, and love of neighbour

Our School Context

St Bonaventure's College, Flagstone, is a co-educational Catholic College serving students from Prep to Year 12, established in 2026 to meet the educational needs of the rapidly expanding Flagstone region. Guided by the Franciscan charism, the College fosters simplicity, peace, respect for creation, and a Christ-centred learning environment. The College is master-planned for staged growth to approximately 1,850 students. The College embraces diversity and inclusivity, partnering with families to nurture academic excellence, personal growth, and social responsibility. Our Mission, Vision, and Values underpin all aspects of College life, ensuring a safe, respectful, and collaborative community responsive to the evolving needs of our students and families.

Consultation and Review Process

As this is the first Student Behaviour Support Plan, The College Leadership Team drafted the plan based on Brisbane Catholic Education policy and procedures.

Across Term 1 of 2026, feedback and consultation will be sought from:

- Staff
- Families
 - Family and Community Engagement (F.A.C.E.)
 - College Board
 - General feedback sessions
- Students

The SBSP will be reviewed 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.

We believe that education is a dynamic and transformative journey that nurtures the whole person; intellectually, emotionally, socially, and spiritually. Our philosophy is grounded in the conviction that every learner is capable, curious, and deserving of meaningful opportunities to grow and thrive, aligning with the Brisbane Catholic Education Learning and Teaching Framework themes of Christ centred, creative and confident, active, informed, and empowered learners.

We are committed to fostering inclusive learning environments where diversity is celebrated, and each student's identity, culture, and voice are valued. Learning is not confined to the classroom, it is shaped by relationships, community, and real-world experiences. We encourage students to think critically, act ethically, and engage creatively with the world around them.

Our approach is guided by principles of equity, excellence, and lifelong learning. We aim to cultivate resilient, reflective learners who are empowered to take ownership of their learning and contribute positively to their communities. We value purposeful collaboration among educators, families, and students, recognising that strong partnerships are integral to the learning experience.

Our philosophy aligns with national aspirations for education, including those expressed in the Alice Springs (Mparntwe) Education Declaration,

- Goal 1: The Australian education system promotes excellence and equity
- Goal 2: All young Australians become:
 - confident and creative individuals
 - successful lifelong learners, and
 - active and informed members of the community.

We interpret these goals through Catholic Social Teachings, positioned within the Franciscan tradition and the example of St Bonaventure. We strive to create a learning community that is future-focused, grounded in compassion, and committed to continuous improvement.

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.

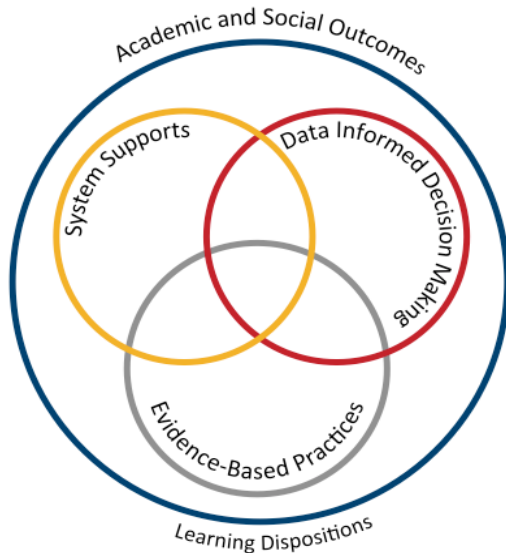


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

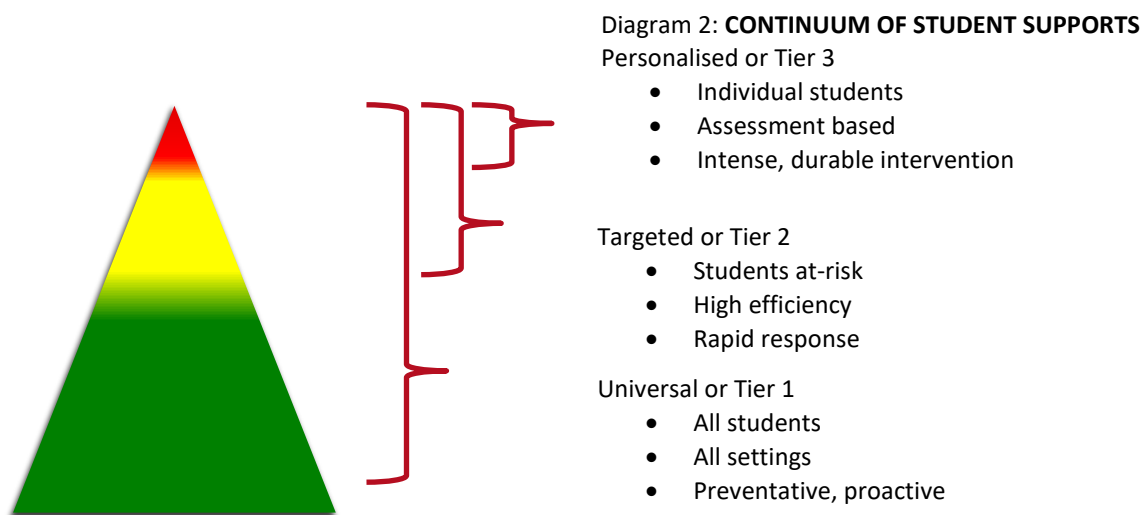
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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/College staff

The St Bonaventure's Student Behaviour Support Team consists of:

- Principal
- Head of College
- Assistant Principal – Junior School
- Guidance Counsellor
- Staff Representatives

This team meets three times per term to perform high level review and monitoring of the College PB4L structures.

School-based PB4L teams (Junior School; Middle School) meet frequently to review and respond and to provide feedback to the College SBS Team.

Minutes of meetings are kept, and outcomes of meetings and general themes that emerge assist in shaping professional learning for staff.

School-based PB4L teams assist in the annual review process of the College PB4L program and the behaviour matrix.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:

- Be Respectful
- Be Responsible
- Be Safe
- Be 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.

Please see the College Student Behaviour Matrix at *APPENDIX 1*.

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.
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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:

- Pastoral care sessions and transition/orientation programs
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation as required
- Student leaders support younger peers
- Whole-class lessons and discussions
- Role-plays and social stories

- Visual displays (posters, behaviour matrices)
- Modelling by staff and peers
- Use of games and interactive activities

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Student of the Week	Unconditional positive regard for all members of our community
Recognition of positive contributions and reminder of expectations at Year Level, House and College Assemblies Presentation of certificates	Encouragement of students being Present, Centred and Ready to Learn
Foundation Day Awards	Public display of work (classrooms, library, social media, walkways in staffroom)
Annual Excellence Awards	Praise/Encouragement (Verbal/Written)
Announcements via College Portal, Social Media & Pastoral Care	Positive communication home, phone calls, emails & letters

Tier 2 Targeted Supports:

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

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

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

- 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/Pastoral Care Tutorials. 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.
- Method of Shared Concern. The Method of Shared Concern is a non-punitive multi-stage strategy that addresses group bullying. It facilitates the emergence of a solution to a bully/target problem through the use of a series of interviews and discussions with the parties involved.
- Group Intervention. Group intervention involves providing targeted support to small groups of students who share similar needs or challenges. This approach aims to improve academic, social, or behavioural outcomes through structured sessions. By engaging in specific activities and receiving peer support, students can enhance their skills, address common issues, and benefit from a collaborative learning environment.
- School Based Programs. School based programs are educative intervention programs that are structured initiatives designed to support students who need additional help in specific areas. These programs aim to enhance outcomes by providing targeted instruction, resources, and support tailored to individual or group needs. Through these interventions, students can improve their skills, gain confidence, and engage positively within our community.
- 'Hand-Ins'. Handing-in of items involves students handing in prohibited or disruptive items to the College office. This can include mobile phones, electronic devices, or other items that breach school policies. Confiscated items are stored securely and returned to the student or their parents at a later time, often after a discussion about the reasons for the confiscation and the importance of meeting expectations.
- Community Service. Community service provides students with an opportunity to give back to their community in a meaningful way. This is distinctly different in nature to the College's service-learning program. This positive approach helps students learn the value of responsibility and empathy by engaging in activities that benefit our community. Through these experiences, students can reflect on their actions, develop a sense of service to others, and build stronger connections with their community.
- Monitoring Cards. (Middle and Senior School) Monitoring cards are tools used to track and improve student engagement. These cards are carried by the student and presented to teachers throughout the day, who then record observations and provide feedback on specific goals. This system helps students become more

aware of their actions, encourages positive engagement, and fosters accountability. Regular reviews of the cards with Pastoral Heads of Year allow for constructive discussions and adjustments to support the student's growth.

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
- 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"> • Implementation of student support plans 	<ul style="list-style-type: none"> • Teacher – student negotiation/conversation 	<ul style="list-style-type: none"> • Student ownership of choices and behaviour

<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 crisis support and management plan 	<ul style="list-style-type: none"> • Engage with Student Support Plans • Work it out together plan – teacher and student • Teacher – student – parent meeting • Teacher – student – Parent – College Leadership Team conversation 	<ul style="list-style-type: none"> • Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference
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In addition, de-escalation crisis prevention and support strategies may include productive pedagogy to engage students, knowing our students and their triggers.

Please see the College’s Responding to Behaviour Flowchart at APPENDIX 2.

5. BCE Formal Sanctions

St Bonaventure’s College Student Behaviour Support Plan is underpinned by Brisbane Catholic Education’s Policy and Procedures. It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate.

Detentions at St Bonaventure’s College

At St Bonaventure’s College we use Student Support Meetings/Pastoral Care Tutorials as a means to understand the root causes of student behaviour. This allows us to provide tailored support and guidance, helping students learn from their mistakes and grow. A Student Support Meeting/Pastoral Care Tutorial is any period when a student is:

- Required to remain at the College, in a particular location or in an activity, in ‘non-class’ time, such as breaks, recreation time, after school, or non-school days.
- Students participate in reflective activities where they acknowledge their behaviour, how it has impacted others and describe how they will restore the relationship.

Only Pastoral Heads of Year and members of the College Leadership Team can allocate a Student Support Meetings/Pastoral Care Tutorial. The following principles are considered:

- It is an appropriate method of responding to the behaviour.
- Parent/guardian contacted and informed of Student Support Meetings/Pastoral Care Tutorial and followed up with an email indicating what the Student Support Meetings/Pastoral Care Tutorial is for, the day and time and person who facilitated.
- The student’s safety and welfare needs are being addressed in that the student is given appropriate access to food, drink and toileting facilities. (A Student Support Meetings/Pastoral Care Tutorial will never occur for the full duration of a student’s lunch break)

- Students also may also be required to attend Student Support Meetings/Pastoral Care Tutorial for frequent lates to class and uniform infringements.

Appropriate information is recorded in the Student Behaviour Support System (ENGAGE).

Community Service at St Bonaventure's College

'Community Service' is a period of time in which the student is required to complete tasks that address behaviours that have impacted upon the community. Community Service is distinctly different to the College's Service-Learning Program. Only members of the College Leadership or Pastoral Heads of Year can allocate Community Service.

For a student to receive Community Service there must be alignment with the behaviour that they demonstrated, such as damage to College property or another student's property, and the consequence. This implies that the student, and the parents if applicable, are involved in the process of determining what constitutes as a suitable 'Community Service' task.

The parent/s are contacted and informed of community service and followed up with an email indicating what the community service is for, the day/s, time and person/s supervising.

Suspension at St Bonaventure's College

The College Principal has delegated authority from the Executive Director, Brisbane Catholic Education, (BCE), to suspend students from a BCE school.

A discussion with the parent/legal guardian is a required part of the suspension and return to school process, and it is expected that a parent/legal guardian and student will participate.

Suspension is imposed as a disciplinary sanction, and in some cases is implemented to ensure the physical and/or psychosocial safety of the student, other students, and/or employees. Suspensions must be recorded in the Engage Student Support System Suspension Register.

Grounds for suspending a student

The College Principal may suspend a student for:

- persistent non-compliance: students, who in their relationships with employees and/or others in the community, are persistently disobedient, disrespectful, or engage in verbal, physical or online harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of other students
- serious breach of the school Student Behaviour Support Plan
- possession of alcohol or a suspected illegal drug (or drug implement)
- violence or threat of serious physical violence
- concerning or serious sexual behaviour
- possession of a weapon or knife

- verbal abuse

Reason/s for suspension

The reason or rationale for suspension is recorded in the suspension letter.

Applying suspension

Suspension may occur if decided by the Principal that:

- other appropriate and available student support strategies and response options have been considered and deemed not appropriate to the circumstances
- appropriate support personnel, both within the school and externally, are involved, as necessary
- reasonable steps have been taken to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/legal guardian regarding the unproductive and/or unacceptable behaviour which led to the suspension.

Student cohorts such as those with disability, Aboriginal and Torres Strait Islander students, and students in out-of-home care require concurrent consideration of any existing, relevant support plans.

Accountability requirements

Attention must be paid to the following:

- a suspension between (1) and (5) days inclusive is approved by the Principal
- a suspension between (6) to 10 days must be referred to the Senior Leader – School Performance for consultation prior to approval by the Principal
- a suspension record is to be completed in the Engage Student Support System Suspension Register for each student suspended
- in the Engage Student Support System there are three (3) different types of suspensions recorded:
 - one (1) to two (2) day suspensions
 - three (3) to 10-day suspensions
 - suspensions of more than 10 days.
- a suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension should not span more than 10 school days in total
- to maintain continuity of learning and reengagement into the school community, it is recommended that schools provide appropriate work for the student while on suspension
- the student and parent/legal guardian are provided with options to maintain wellbeing and to mitigate the risk of any psychosocial hazards for the duration of the suspension
- by mutually agreeable arrangements, a student who is suspended may attend an alternative education program
- for students nearing the completion of Year 12 (Unit 4 studies), where an infringement may trigger the threshold for exclusion processes, after consideration of risk assessments and safety plans, a College may enact a pastoral pathway of suspension. The College will offer to engage the student in an alternative learning provision, in order to complete Unit 4 (or VET)

requirements. While it is preferable that this arrangement be mutually agreeable with student and family, the College reserves the right to enact this arrangement in accordance with its procedures. These arrangements would be considered rare and would be entered into only after approval granted in advance by the Head – School Performance.

- indefinite suspension, where no time limit is noted, is not permitted
- where a student is withdrawn from classes for the remainder of a day as a de-escalation strategy, this is recorded as a behavioural incident and response in the Engage Student Support System

Immediate suspension

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees where the safety risk cannot be mitigated in the short term by any reasonable strategies, or behaviour that may be of a criminal nature.

Principals may immediately suspend any student whose behaviour includes (but is not limited to):

- possession of alcohol: it is a criminal offence for a person under the age of 18 to be in possession of alcohol. Schools are not required to notify police in these instances. However, the local context and circumstances may give rise to a notification e.g., age of the student, source of the supply, involvement of supply or distribution, potential student protection matters
- possession, use of an e-cigarette or cigarette: the matter is recorded as a suspension in the Suspension Register with details of possession, use, and/or distribution
- illegal drug: possession and use of an illegal drug. The matter must be referred to the police
- violence or threat of serious physical violence: any student intentionally causing injury or threatening serious physical violence against another student or employee or member of the school community may be suspended immediately. The matter must be reported in accordance with BCE's Student Protection Processes
- concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes, including possible referral to state authorities
- possession of a weapon or knife: any student possessing a weapon, using, or threatening to use any item or instrument as a weapon, may be suspended immediately. The Principal (or delegate) must report the matter to the police immediately
- verbal abuse: Principals must take developmentally appropriate expectations into account in relation to verbal abuse by a student

Communicating suspension decisions

The Principal (or delegate) must inform the student and parent/legal guardian of the reasons on which the decision to suspend has been made.

The student and parent/legal guardian must be given the opportunity to respond. The conditions relating to the suspension must be discussed with the student (as appropriate under the circumstances. A period of de-escalation/cooling down may be required) and the parent/legal guardian, and their responses taken into consideration and recorded in the suspension record notes.

Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

The Principal (or delegate) must use forms of communication that respect diversity and equity and that nurture the ongoing partnership between the school and family.

Notification to families

A student must not be sent out of school before the end of the school day without the parent/legal guardian being notified, and, if necessary, agreement reached about arrangements for collecting the student from school.

Notification will take place by phone to the parent/legal guardian. Notification will also be provided in writing (email) within a reasonable time.

The written suspension notification will:

- indicate the reasons for the suspension
- advise the length of the suspension, the start date and time, the expected return date
- outline the responsibility of the parent/legal guardian for the care and safety of the student who is under suspension, and clarify if there are expectations that the student will continue with their own studies while suspended and away from the school
- indicate the expectation that the parent/legal guardian and student work cooperatively with the school in resolving the matter
- request a discussion with the student and their parent/guardian before the student returns to school
- refer parent/legal guardian to the school's published Student Behaviour Support Plan
- include details of the right of the student and parent/legal guardian to appeal the suspension

Return to school

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

The aims of this conversation are to:

- ensure that the student and the parent/legal guardian understand the nature of the student's unproductive and/or unacceptable behaviour, including any impact on others, and the need for the formal sanction

- encourage a mutually supportive position between the school, the student, and the parent/guardian for the response that the school is taking
- provide an opportunity for the student, parent/legal guardian to participate in the decisions affecting them
- actively anticipate the parent/legal guardian and student's diverse circumstances and background to provide support and effective responses particularly to those who are vulnerable
- outline the re-entry to school process, goals, school supports, expectation of student's commitment to the process, and follow-up evaluation for the student's return to school.

It is recommended that the return to school meeting should be before the student's return to school date, and will usually take place in the school, facilitated by the Principal (or delegate). In circumstances where a parent/legal guardian is unable to attend the school in person, a telephone/video conference may be considered.

Alternative options may need to be considered to facilitate the student's return to school. For example, a person delegated by the parents to act as their proxy, or a student over 18 years who may attend the meeting independently.

The meeting notes from the re-entry meeting, and any associated plans must be uploaded to Engage into the suspension record, and relevant staff notified of the student's return to school.

Negotiated Change of School

In some circumstances, a change of school may be agreed to be the most appropriate means to responsibly support a student's well-being and or learning needs. The Principal will discuss with the parents/caregivers the implication of the negotiated change of school and why the change is being proposed.

Exclusion at St Bonaventure's College

Exclusion is the most significant formal sanction and is only considered if there are no other reasonable actions available to respond to the student's unacceptable behaviour. St Bonaventure's College and BCE recognises the right to education and the importance of providing safe educational and working environments for all in the schooling community. A decision to enact this procedure is taken seriously and only made after all other reasonable options and interventions have been implemented, documented and determined to be ineffective. The decision to enact this procedure should not be a surprise to the student, parent/legal guardian, as is reasonably practical.

One-off serious incidents

One-off serious incidents and/or police matters may result in consideration of exclusion.

Grounds for exclusion

The grounds for exclusion may include:

- persistent disobedience

- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety, wellbeing and/or dignity of other students, staff, or other members of the school community
- if suspension of the student does not adequately address the disobedience, misbehaviour, conduct, or risk of physical and/or psychosocial hazard to other students, staff, or other members of the school community
- students who have been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school

Conduct may be a ground for exclusion even if the conduct does not happen on school premises or during school hours.

Accountability requirements

The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school will be made by the Head of School Performance on recommendation from the Principal, through the Senior Leader School Performance.

Process

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)
- 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)
- 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
- 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
- takes reasonable steps to arrange for the student's access to an educational program that allows the student to continue education during suspension
- provides the parent/legal guardian (and/or student as appropriate) with a written summary of the meeting

- 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.
- invites parent/legal guardian (and/or student as appropriate) to respond within five (5) school days to the proposal to exclude
- considers response from the parent/legal guardian (and/or student as appropriate) before proceeding with a recommendation to exclude
- provides written recommendation 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
- 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)
- if the recommendation to exclude does not proceed, Principal seeks support from key personnel to plan.
- Where the matter is a one-off serious incident, Principal discusses grounds for exclusion with the Senior Leader School Performance.

Suspension will continue while the exclusion process is underway.

In the interests of the student, parent/legal guardian and school, Brisbane Catholic Education will make all attempts to undertake this process within a reasonable time.

Where the incident is a police matter, BCE processes and preferred timelines may be impacted while the police investigation is underway.

Suspension, as part of an application for exclusion, will be recorded in the Engage Student Support System.

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

St Bonaventure's College, with the support of parents, the wider community, and our young people, take proactive and preventative action to put a stop to bullying and harassment happening.

Brisbane Catholic Education promotes and aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody.

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, is addressed at St Bonaventure's College. Any behaviour that results in harm or is likely to result in harm to a student must be reported to a member of staff which will then be responded to in line with BCE Student Protection processes.

St Bonaventure's College and Brisbane Catholic Education take the issue of bullying and cyber safety very seriously. Providing a safe and supportive environment is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the College community.

Through our PB4L system we aim to establish a climate of respectful relationships and belonging where bullying or harassing behaviours are not tolerated and cannot flourish. Anti-bullying messages are incorporated into whole school communications and the curriculum area each year, and all incidents recorded in the Student Behaviour Support System (Engage).

St Bonaventure's College has developed clear procedural steps for responding to bullying/harassment incidents to:

- **Prevent**, de-escalate and/or stop any continuation of harmful behaviours – through intervention, calm discussions with all involved which state clearly that the behaviour must cease, teaching and modelling of productive behaviours, restorative practices, personnel resourcing and mediation
- **Respond** to the incident in a reasonable, proportionate and consistent manner as per our Student Behaviour Support Plan
- **Protect** and provide support for the student who has experienced the behaviour and other students involved. This could include providing appropriate support through referral to the guidance counsellors, in-class support, and safety planning. Our overarching aim is to ensure there is a positive outcome by following up after the incident and that relationships are restored for all.

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).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

At St Bonaventure's College we aim to contextualise bullying terminology, so it is age appropriate and easier to understand. This is explicitly taught through our embedded pastoral care system, College wide messaging and College curriculum.

What is Bullying? – Contextualised for students.

Bullying is when someone keeps using their power to hurt others on purpose. This can be through words, actions, or social behaviour. It can be done by one person or a group, and it makes the person being bullied feel like they can't stop it.

Where Can Bullying Happen?

Bullying can happen face-to-face or online, using phones, computers, and other devices. It can be obvious (easy to see) or hidden (hard to see). Bullying behaviour is when it happens more than once.

Effects of Bullying

Bullying can hurt people right away, in the short term, and even longer after it happens. It affects not just the person being bullied but also those who see it

happening. Remember, a single fight or argument between equals is not considered bullying.

*What is **NOT** Bullying?*

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual Conflict:** This is when two people have a disagreement, but neither has more power than the other. If one person starts targeting the other repeatedly, it can turn into bullying.
- **Single Acts of Nastiness or Aggression:** If someone is mean or aggressive just once, or to different people, it's not bullying unless it happens repeatedly.
- **Social Rejection or Dislike:** Not liking someone or leaving them out isn't bullying unless it's done on purpose and repeatedly to hurt them or make others dislike them too.

2. Teaching about Bullying and Harassment

At St Bonaventure's College, we provide an educative process regarding bullying for all stakeholders – parents, staff and students. This will be achieved via staff professional development, parent newsletters, assemblies and classroom lessons. Using the resources provided by Bullying No Way, we enhance social and emotional understandings and competencies using a whole school approach.

Staff plan, teach and assess using 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.

We also use and engage with a range of external resources and agencies which enhances social and emotional understanding and competencies, teaching resilience and positive behaviours. These are facilitated from Prep to Year 12 and organised by our College Leaders and Teachers.

Supportive bystander behaviours are taught through the PB4L program and regular messaging to students, with a focus on safety and responsibility when reporting incidents of bullying.

3. Responding to Bullying and Harassment

When responding to potential bullying, the following flowchart and procedures will be followed:

Bullying and/or Harassment Behaviour: School Response

Student, parent/legal guardian, and/or others share information
OR
Staff observe behaviour/pattern of behaviour

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

1) Listen & Collect

- **Listen** carefully and non-judgementally, document the facts (gather specific examples/times/locations).
- **Identify** if there are safety risks and report these to school leadership immediately.
- **Let** the reporter know concerns will be addressed, **offering support** as needed.
- **Collect** information from student/s, staff and bystanders involved.

2) Determine & Record

1. **Determine** if the behaviour incident is either minor (e.g. teasing) or major (e.g. bullying or harassment) as outlined in the school/college SBS Plan definitions.
Does the behaviour meet **ALL** major bullying or harassment behaviour criteria?



- Misuse of power
- Ongoing and repeated (or has the potential to be repeated), and
- Intends to cause harm

- **Record** the incident on **Engage** in a responsive timely manner (student details, incident details, behaviour, responses, upload any documents and add a tracker if not already done).

Yes

Is it bullying or harassment **major** behaviour?

No

3. Leadership

- **Create** a bullying or harassment record on the Engage register (within **24 hours** of the reported incident).
- Leadership/team **review** the incident, determine targeted supports and consequences for student(s).
- Leadership/team **contact** parent/legal guardian to inform them of the incident.

- If the incident does not meet the criteria for bullying or harassment, it can be recorded as a **minor** or **major** (e.g. physical aggression) behaviour.
- **Support** student/s as needed.

4. Respond, Plan & Follow-Up

- Leadership/team formulates a short/long term **support plan** for all students involved.
- **Monitor and support** student/s involved (follow up with the students/parents/legal guardians over the next several weeks and months).
- **Continue** to upload documentation on the Engage register.

Source: [Bullying, NoWay!](#)

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

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

- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed up. Contact appropriate school personnel (Principal and college 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.

What should a parent do if their child tells them they are being bullied?

Help your child to identify the bullying behaviour and ask them:

- What has been happening?
- Who has been involved?
- Where have the incidents occurred?
- Has anyone else seen the bullying behaviour?

Parents can discuss some immediate strategies. Make a plan, or encourage them to:

- Stay calm and tell the bully to stop.
- Move away from the situation.
- Talk to someone you trust about what has happened, for example a parent/carer, teacher or friend and get them to help you to take the right steps to stop the bullying. When talking about what has happened, student should ensure they tell them:
 - What the person has been doing.
 - Who was involved.
 - Where have the incidents occurred.
 - Who else has seen the bullying behaviour.
 - How often has it happened.
 - What has been done already to try and stop it.

- Keep on talking until someone listens and the bullying stops.
- Not to blame themselves for what is happening.
- Report the bullying to a trusted adult staff member at the College.

What should a student do if they see someone being bullied?

If a student sees someone being bullied (or witness' it online), students should ensure they remain safe and choose their response to match the situation.

- Speak up and let the person doing the bullying know that what they are doing is bullying.
- Refuse to join in with the bullying and walk away.
- Help the student who is being bullied to ask for help.
- Ask a teacher or support person for help.
- Report what happened either by speaking to a teacher, Pastoral Head of Year, or member of the College Leadership Team.

4. **Preventing Bullying and Harassment**

At St Bonaventure's College, we plan for and execute a safe, supportive and inclusive school to prevent bullying and harassment through:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and 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. Provide examples of how your school addresses this.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This will occur through the College community updates and through the F.A.C.E. events.
6. Whole school programs to prevent and address bullying including:
 - National Day against Bullying and Violence (Bullying No Way!)
 - Harmony Day
 - R U OK Day
 - Regular correspondence to parents from Guidance Team (Wellness Program)
 - World Mental Health Day
 - National Make a Difference Day
 - World Kindness Day
 - International Day for the Elimination of Violence Against Women

Key contacts for students and parents to report bullying

- Terri Chizzoniti – Pastoral Head of Year 7
- Tanya Read – Assistant Principal, Junior School
- Nadia Galetto – Head of College, Learning and Wellbeing

Contact Phone Number: (07) 5551 5110

Cyberbullying


Cyberbullying is treated at St Bonaventure'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.

At St Bonaventure's College, we respond to incidents of cyber bullying and harassment in exactly the same way using the same process as outlined in the section Responding to Bullying and Harassment of this School Student Behaviour Support Plan.

Resources

The following are links to the independent research-based evaluation conducted to inform the schools selection of any program:

- *Be You Programs Directory*
- *STEPS*
- Australian Curriculum 

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

Further resources can be found here:

- Bullying No Way
- Office of the eSafety Commissioner
- Harmony Day
- International Day against Homophobia, Biphobia, Intersex Phobia, Transphobia
- R U OK Day
- World Mental Health Day

- World Kindness Day
- International Day for the Elimination of Violence Against Women
- Think U Know Program

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.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

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

	Descriptor	Definition	Example
			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	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name

	Descriptor	Definition	Example
		deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	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	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	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.
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:	05/12/2025	Next review date:	01/11/2026
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APPENDIX 1

St Bonaventure's College

Flagstone



Student Behaviour Matrix

	Learning Spaces	Outdoor Areas and Playground Areas	Transitions	When We Gather	In the Community
<p>Joy</p> <p><i>Seek to find joy in the world, in God's creation, and in everything</i></p>	<ul style="list-style-type: none"> ✓ Show respect for learning spaces ✓ Encourage others ✓ Engage positively with Peers and Teachers 	<ul style="list-style-type: none"> ✓ Play fairly ✓ Use positive and kind language 	<ul style="list-style-type: none"> ✓ Move with purpose & positivity ✓ Show respect for other's learning and working environments when moving around the College 	<ul style="list-style-type: none"> ✓ Respond appropriately ✓ Honour the occasion 	<ul style="list-style-type: none"> ✓ Represent the College with pride ✓ Follow the expectation of the occasion
<p>Courage</p> <p><i>Courage to live faith through action and service</i></p>	<ul style="list-style-type: none"> ✓ Accept feedback ✓ Persevere through challenges ✓ Ask for help 	<ul style="list-style-type: none"> ✓ Stand up for what is right ✓ Walk away from conflict ✓ Stay in allocated areas (do not enter out-of-bounds) 	<ul style="list-style-type: none"> ✓ Manage challenges calmly ✓ Stay in allocated areas (do not enter out-of-bounds) 	<ul style="list-style-type: none"> ✓ Participate positively 	<ul style="list-style-type: none"> ✓ Stand up for what is right
<p>Love</p> <p><i>Love of God, love of self, and love of neighbour</i></p>	<ul style="list-style-type: none"> ✓ Listen and speak positively ✓ Follow instructions ✓ Show respect for other people's personal space and property 	<ul style="list-style-type: none"> ✓ Include others ✓ Take turns and share ✓ Show care & courtesy to others & the environment ✓ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ✓ Follow instructions ✓ Show respect for other people's personal space and property 	<ul style="list-style-type: none"> ✓ Listen respectfully ✓ Appropriately acknowledge achievement of others 	<ul style="list-style-type: none"> ✓ Show care & courtesy to others & the environment ✓ Use respectful language ✓ Wear uniform with pride

APPENDIX 2



RESPONDING TO BEHAVIOUR

STAGE 1	Reteach and Redirect <ul style="list-style-type: none">• Reteach and model the expected behaviour using PB4L Language (e.g. refer to student behaviour matrix)• Calmly redirect the student to expected behaviour• Check for student understanding• Allow the student time to reset, regulate & positively re-engage with learning → Behaviours at this stage are managed by teacher/school officer
STAGE 2	Conference, Reteach and Redirect <ul style="list-style-type: none">• Move to a quick conference – state the behaviour observed, revisit the expectation and why it is in place, ask the student to reflect briefly• Reteach and redirect once more, provide clear choices and acknowledge positive shifts• Opportunity for quiet reflection in classroom → Behaviours at this stage managed by teacher/school officer
STAGE 3	Reflection and Reset <p>If the incorrect behaviour continues:</p> <ul style="list-style-type: none">• Redirect student to buddy class where they will complete a reflection activity• Student completes reflection sheet before returning to classroom<ul style="list-style-type: none">➢ Prep – Yr 3: Maximum of 10 mins Yr 7: 15 mins• Upon return Teacher partners with student to Regulate → Relate → Reason• Reconnect with student to support successful re-engagement with learning• Following school processes, notify relevant staff when required → Behaviours and processes at this stage managed by the teacher
	Response to Major Behaviour – Direct Referral <ul style="list-style-type: none">• If the behaviour is unsafe, highly disruptive, or meets the criteria for major behaviour, contact should be made with Student Services where a member of the College Student Behaviour Support Team will be assigned to assist the situation → Behaviour at this stage managed by Student Behaviour Support Team