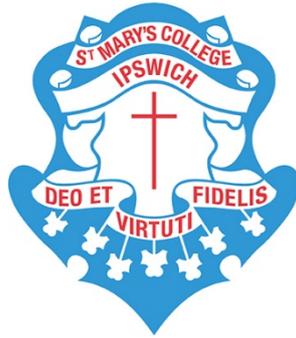


EST. 1863



St Mary's College

School Student Behaviour Support Plan

August 2020

To be reviewed 2025

The St Mary's College School Student Behaviour Support Plan outlines the College's approach to student behaviour support. The College is committed to ensuring students are encouraged to develop and maintain positive behaviours as a way of ensuring they are positioned for learning. Accordingly, the plan outlines the ways in which positive behaviours are encouraged and inappropriate behaviours are addressed.

1. Mission Statement

With Jesus and Mary as models, St Mary's strives to provide a quality, holistic education in a caring Catholic Christian community.

Vision

Excellence in Education and Community through Caring.

*It is our vision that St Mary's College Ipswich,
be part of an accepting community;
an authentic Catholic School,
where the Mercy tradition of care, service and witness
to the Gospels abides;
in a harmonious, cooperative community
where all learning is a joy to be experienced;
and an educational community questing for excellence.*

Core Values

1. To provide holistic education with academic excellence, using best teaching practice and up to date, appropriate technology.
2. To be courageous, forward thinking and innovative with an ability to adapt in both content and delivery to best equip, affirm and challenge students for excellence and personal responsibility in a life of ongoing change and continuous learning.
3. To develop self-reliant young women of faith, who display courage, community responsibility, social skills, and an enjoyment of life.
4. To cherish our Catholicity, demonstrating justice, inclusivity, and sound stewardship in our service to the parish.
5. To retain a close association with our Mercy origins both physically and spiritually.
6. To promote effective two-way communication between all stakeholders at all times with harmonious cooperation and collaboration.
7. To provide an educational environment that fosters positive social interaction, ease of movement, unity of community and a love of nature

2. Profile of the school

St Mary's College is an all-girls, Catholic secondary school, with approximately 650 students. The College caters for students from Years 7 to 12 and is located in Ipswich, operating under the auspices of Brisbane Catholic Education, Archdiocese of Brisbane. The student body comes from a far-reaching catchment area and comprises approximately 45% Catholic students. The College responds to the diversity within the student body by involving parents in the school community and providing opportunities for community building throughout the school year. Founded by the Sisters of Mercy in 1863 the College is owned by St Mary's Parish community.

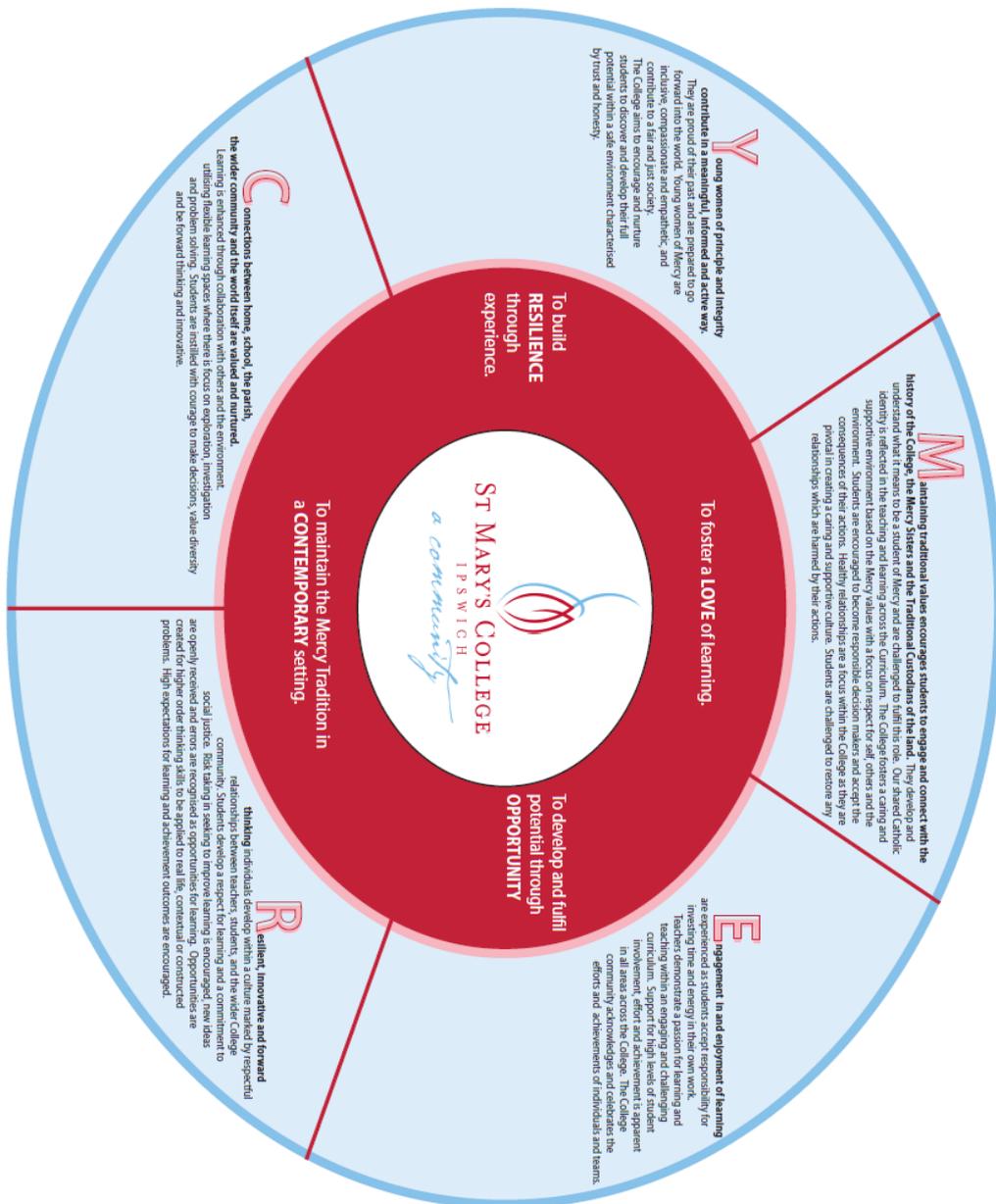
The St Mary's College dedicated staff includes: teaching staff (including specialist teachers, support teachers, and members of the leadership team); school officers; a campus minister and Guidance Counsellors.

3. Consultation and data review

St Mary's College has developed this plan in consultation with our school community and in response to data around student behaviour. In particular, a review of school data relating to behaviour, engagement and attendance also informed the plan. Consultation occurred through staff meetings and the draft policy was presented to the Parents and Friends Association for parent input. This plan is endorsed by the College Principal, the College Board and Area Supervisor. The St Mary's College Whole-School Behaviour Support Plan will be reviewed at least every five (5) years.

4. Beliefs about Learning and Behaviour

The St Mary's College beliefs about learning are summarised in our Vision for Learning:



Our aim:

- To foster a love of learning
- To develop and fulfil potential through opportunity
- To maintain the Mercy Tradition in a contemporary setting

The College recognises that learning and student wellbeing are inextricably linked. A safe and supportive classroom environment is crucial for effective teaching and learning. Accordingly, the work of teachers includes to the development of relationships and fair, consistent management of student engagement and behaviour. This supportive environment will assist students to develop resilience through experience.

The Code of Conduct for all members of our community is based on the core value of respect... respect for self, others, God and the environment.

Student Code of Conduct

St Mary's College expects students to:

- Be self-directed, courteous, respectful and compassionate.
- Strive for academic and personal success.
- Be self-disciplined.
- Wear correct and full uniform at all times.

Students are to be actively working to achieve and maintain these expectations.

In all activities associated with the College:

- Bring the right thing, do the right thing, say the right thing.
- Present all work honestly.
- Keep hands off people and their property.
- Show courtesy and respect in communication with others, both in person and when using technology.
- Be respectful and follow instructions.
- Eliminate vandalism, littering and inappropriate language.
- Provide written notes for absences, late arrivals, requests to be excluded from College activities, early departure and when correct uniform is not able to be worn.

In the classroom:

- Keep Student Handbook, textbooks, workbooks organised, neat and tidy.
- Complete all homework.
- Have assignments and other requirements ready by the due date.
- Cooperate positively to ensure a good classroom/learning environment.
- Be prepared for class.

Outside the classroom:

- Avoid potentially dangerous activities and emphasise safety.
- Use sports equipment and facilities with care and responsibility.
- Respect rules concerning use of building areas, rooms, oval and court areas.

- Avoid 'out of bounds' areas.
- Behave appropriately on school transport and obey traffic rules when travelling to and from the College.
- Maintain the highest standards in behaviour and responsibility while on excursions, work experience and community service.

The Reflection Room

St Mary's College is committed to Restorative Justice Practices and believes that relationships are central to encouraging positive behaviours. In order to support students to develop positive behaviours the College has a staffed Reflection Room. The Reflection Room is located in the heart of the Student Services Office. It is staffed by a member of the College Support Staff under the guidance of the Assistant Principal – Administration. The purpose of the Reflection Room is twofold. Firstly, the room provides a place for students to reflect on problematic behaviour and develop a plan to move forward in a positive way, and for classroom re-entry if applicable. Secondly, the Reflection Room provides students with a safe place to go if they are experiencing social or emotional difficulties. The Reflection Room is integral to the College's positive, proactive approach to student wellbeing and behaviour support.

5. Roles, rights and responsibilities of school community members

All students have a right to:

- a safe and supportive environment
- opportunities for a holistic education
- be valued as individuals and treated with respect and dignity
- to be free from all forms of bullying and harassment

At St Mary's College we expect that students will:

- Show respect for themselves and others both at school and in the wider community
- Strive to be positive and value self-discipline
- Act with integrity – be honest, trustworthy and reliable
- Contribute positively to the life of the College and adhere to attendance requirements
- Contribute to the creation of a positive and supportive learning environment where effective communication is encouraged and facilitated
- Participate to the best of their ability including being responsible, purposeful and industrious with respect to studies and co-curricular activities
- Complete set work and strive to develop effective study habits
- Be supportive of the ethos and religious orientation of the College through Religious Education, Social Justice activities and involvement in Service groups
- Be well-groomed and an outstanding role model when representing the College, proudly wearing the full College uniform.
- Appreciate their role as stewards of a Mercy Tradition and connection to the history and story of the College in the Ipswich Community
- Maintain a safe, clean and healthy environment.

At St Mary's College we believe that all staff have a role in ensuring effective student behaviour is supported by:

- Creating and maintaining a supportive learning environment which is authentically learner centred, inclusive and supports the ethos of the College
- Organisation of high-quality learning experiences in alignment with appropriate curriculum and contemporary pedagogy
- Providing effective supervision of students and following College behaviour support policies
- Proactively and collaboratively engaging in relevant professional development to enhance student outcomes
- Building positive relationships with students to ensure their emotional and educational needs are met.

We expect that parents will:

- Maintain communication with College staff, reporting any relevant information and working to assist staff to provide supportive, individualised learning opportunities
- Support College decisions in relation to discipline
- Keep abreast of expectations and support the College by regularly discussing these with their daughter
- Read thoroughly all communication from the College, including the newsletter
- Work to ensure student attendance is regular and any absence is communicated promptly via telephone and followed up with a note
- Support College expectations regarding conduct and uniform
- Encourage increasing responsibility and independence in their daughter and supporting the school in doing the same.

6. Universal behaviour support (proactive/preventative strategies)

At St Mary's College, we work to support students in developing and maintaining positive behaviours. We aim to be proactive in the promotion of positive behaviour rather than being reactive in responding to concerns. Furthermore, we acknowledge that the learning environment is improved if a whole-school approach is adopted.

a. Establishing Behaviour Expectations

At St Mary's College staff establish behaviour expectations for students by:

- Regular Year Level and House Assemblies to make expectations clear
- Explicit teaching of school rules
- Teaching positive behaviours through ACARA General Capabilities - Personal and social capability, critical and creative thinking, intercultural understanding and ethical understanding.
- Reinforcing positive behaviours
- Timely follow-up of incidents

- Regular communication with parents about expectations
- Explanation of concerns around not meeting expectations, in Student Support Meetings
- Encouraging students to take responsibility for their actions through mediation and restorative justice practices
- Regular correspondence via College newsletter
- Being committed to responding to specific student needs.
- Having clear processes for responding to incidents.

b. Positive School Culture

St Mary's College students and staff gather regularly for Whole School Assembly, House Assembly and Year Level Assembly. This is an opportunity to celebrate the successes of our students and create a positive school environment through prayer, student reports, awards, reminders and promoting school events. Events such as House Celebrations and Parent evenings also seek to build community and a positive school culture.

In acknowledging positive behaviour College staff use a range of strategies including (but not limited to):

- Praise and encouragement
- Recognition at House, Year level and College Assembly
- Special Sports, Cultural and Service Awards Assemblies (e.g. Celebrating Involvement Assembly, Celebrating Success Assembly and Awards Night)
- Celebrating birthdays in Pastoral Care classes and at assembly
- House Celebrations (liturgy and barbeque)
- Celebrations after carnivals (cake etc.)
- Leadership and mentoring by Class Captains
- Articles in College Newsletter and items in student notices.

7. Targeted behaviour support

St Mary's College has clear processes for supporting students. Our Pastoral Leaders are in regular communication with parents and teachers in order to support students who are at risk. Some strategies include:

- Meeting with students to discuss concerns and expectations
- Plan writing in Reflection Room
- Letters to parents/caregivers
- Student Support meeting
- Self-referral process
- Chill-Out Pass
- Care Pack
- Student Monitoring Sheet
- Life Skills programs
- PD programs

8. Individualised behaviour support

Some students may require additional or specialised services. These services may include:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EASP)
- Support from our specialist staff (Support Teacher Inclusive Education, Guidance Counsellor)
- Outside agencies e.g. EVOLVE
- Other professional personnel who support students and work to ensure student welfare (often by referral).

9. Consequences for inappropriate student behaviour

St Mary's College acknowledges that not all inappropriate student behaviours are the same. Accordingly, our process has a number of levels of response.

LEVEL ONE: DISRUPTION AND INFRINGEMENT

Non-disruptive classroom infringements (RED SLIP)

Students are required to follow School Rules in regards to classroom expectations. Classroom infringements that are non-disruptive include not arriving to class on time, failure to complete homework, being unprepared for class and computer misuse. In these instances, a RED SLIP is issued and entered in the Behaviour Support Database. The information is collated fortnightly, and the following occurs:

- Five in a fortnight a letter is sent home
- Five in the next fortnight a meeting with teacher or Academic Leader
- Five in the next fortnight (consecutive fortnights) result in a Student Support Meeting

Uniform/Attendance Infringements (PINK SLIP)

Students are required to follow the rules in regards to the correct wearing of the uniform as set out in the Student Handbook. If a student is not in correct uniform, a PINK SLIP is issued and entered in the Behaviour Support Database. The information is collated weekly, and the following occurs:

- Three in one week a meeting with Pastoral Care Teacher/Pastoral Leader
- Three in the next week a letter is sent home
- Three in the next week (consecutive weeks), either phone call home or Student Support Meeting

Classroom disruptions (BLUE SLIP)

If a student is referred to the Reflection Room, a BLUE SLIP is issued and entered in the Behaviour Support Database. The information is collated fortnightly, and the following occurs:

- Four in a term a letter is sent home
- Continued referrals a Student Support Meeting will be organised.

Student Support Meeting

A Student Support Meeting (SSM) is arranged at the discretion of the Pastoral or Academic Leader. This meeting includes the student, parents/guardians, Pastoral or Academic Leader, Guidance Counsellor and Assistant Principal Administration or Deputy Principal. The purpose of this meeting is to offer support to the student. This support can be in the form of a classroom monitoring sheet,

uniform monitoring sheet, individualised academic support, or any other form of support that is deemed necessary to help the student succeed.

MEETINGS TO SUPPORT STUDENT BEHAVIOUR

Intervention Meeting

Intervention meetings are called if a student is identified as requiring specific academic assistance. This can be as a result of poor classroom organisation, regular in-attendance at school as well as failure to meet curriculum standard. Information is gathered from teachers and assistance is offered to the student to help them overcome any problems they may be experiencing. These meetings may involve the student, parents/guardians, teacher, Middle Leader, Support Teacher – Inclusive Education, Guidance Counsellor, and/or Deputy Principal.

Mediation Meeting

Mediation meetings are held between students involved in an incident, Pastoral Leaders and, if necessary, Assistant Principal Administration or relevant teacher. Depending on the nature of the incident, the Mediation meeting may include the student, classroom teacher, relevant Middle Leader and Deputy Principal. The purpose of these meetings is to allow for students to meet to discuss harm caused and how the damaged relationships can be repaired. These meetings are held in a supportive and caring manner at all times. Pastoral Leaders will notify parents when these meetings occur.

LEVEL TWO: SUSPENSION

The Principal, or their delegate (Assistant Principal Administration), may suspend a student from school for a period of up to 10 school days. In all cases of suspension, the Principal must be informed of the suspension. In all cases of suspension, parents/guardians are notified by telephone and in writing.

In-school Suspension – student is withdrawn from class and referred to the Reflection Room for the nominated period of time. This is followed by a re-entry interview with student, parents, Pastoral Leader, Guidance Counsellor and Assistant Principal Administration.

Formal Suspension – student is sent home for a nominated period of time. This is followed by a re-entry interview with student, parents and a member of the College Leadership Team. The Pastoral Leader and Guidance Counsellor may be in attendance also.

LEVEL THREE: CONTINUED ENROLMENT AT ST MARY'S COLLEGE

If a student has been through the previous levels of Behaviour Management and still continues to make wrong choices then a SSM will be conducted by the Principal with the student and parents/guardians in attendance. The student will be asked to make a commitment to fulfil their responsibility as a member of the St Mary's College community.

LEVEL FOUR: EXCLUSION

Whilst this level of Behaviour Management is not in keeping with our restorative practice approach, in extreme circumstances, the Principal may believe this recommendation is the best outcome for all concerned. This decision will be made in consultation with the Area Supervisor and made via a submission to the Deputy Executive Director of Brisbane Catholic Education.

10. Process for appeals

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents, or students living independently, may appeal a suspension of longer than three days to the Area Supervisor. Parents or students living independently may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to

- The Principal of the school, about a decision to suspend a student for less than three days
- The Area Supervisor, about a decision to suspend a student for more than three days from a particular school
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

1. Bullying and Cyber Safety

Definition

Bullying is the *“repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons”* (Rigby, 1996).

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to 'pick on' someone, torment, them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

Bullying has no place within the St Mary's College community which upholds the Mercy traditions of care and service and where the Christian values of mercy and justice are fostered. Bullying is to be taken very seriously by members of our school community - students, parents or staff members.

All members of the school community have a role in reducing the incidence of bullying and ensuring that all members of the school community feel safe. St Mary's College aims to provide a supportive environment for students and staff members and to break down the code of secrecy surrounding bullying.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Mary's College, we agree that, bystanders should never ignore bullying. They should intervene if they are able to (never with violence) or report any incidence of bullying immediately by completing an Incident Report in the Reflection Room. As always, it is important to respond to victims of bullying with compassion and empathy.

Bullying may include

Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm

Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone

Emotional: excluding, tormenting, ridiculing, humiliating, intimidating

Racist: taunts, graffiti, gestures, intimidation

Sexual: unwanted physical contact, abusive comments, intimidation

Cyber: unwanted text messages, emails, information technology, intimidation

What students can do

- Go to the Reflection Room to complete an Incident Report. Telling someone is acting responsibly to stop bullying.
- Refuse to be involved in any bullying situation.
- Be a positive member of the community by not standing by and watching. Report bullying!

What parents can do

Contact your daughter's Pastoral Care Teacher, Pastoral Leader, Guidance Counsellor or member of the College Leadership Team in any of the following situations:

- If your daughter reports incidents of bullying behaviour.
- If your daughter's behaviour indicates signs of distress or if you are aware of changes in behaviour such as an unwillingness to go to school, patterns of illness, missing equipment, damaged clothes, bruising.
- If you have *any* concerns.

At St Mary's College we strive to create a safe environment in our community where the dignity of each person is respected. St Mary's College views bullying as a serious matter. Proven incidences of bullying will be addressed and it is important to remember that the aim of any intervention is to develop or restore positive relationships within the College community.

12. Links to related BCE policies

BCE Student Behaviour Support –

<https://kweb.bne.catholic.edu.au/policiesandforms/ResourceStore/Learning%20and%20Teaching/Student-behaviour-support/Student%20Behaviour%20Support%20Guidelines,%20Regulations%20and%20Procedures.pdf>

13. Related resources

Bullying No Way! <http://bullyingnoway.gov.au/>

School Wide Positive Behaviour Support (www.pbis.org)

Bounce Back (<http://bounceback.com.au/>)