'The MacKillop Way'

A College Wide Positive Relationships and Behaviour Framework

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A COLLEGE WIDE POSITIVE RELATIONSHIPS AND BEHAVIOUR FRAMEWORK

"May the Spirit of unity and love reign among us"
St Mary of the Cross MacKillop

United by the love of Christ,
and inspired by the example of St Mary MacKillop, we value:

- Community in the way of family
- Love of learning
- Respectful encounter, engagement and service
- A nurturing of the Spiritual

Contents

COLLEGE CONTEXT

Schools exist for the sake of students. Catholic schools have demonstrable positive outcomes for their students, underpinned with the conviction that the network of the school community is impelled by the Gospel mandate to love and to serve. In MacKillop Catholic College the Gospel is proclaimed explicitly through the curriculum and in the articulation of the school's mission and ethos, but also implicitly through the quality of relationships and the manner in which the school's activities are undertaken.

The school's nature as a faith community ought not to be seen as an added extra, but rather as the 'yeast' which gives rise to all that occurs here and the manner in which it happens. Relationships within and beyond the school community are essentially pastoral in nature; they are at the service of the well-being and common good of all and should be pointers to God's presence among us.

Notwithstanding the primacy of the Catholic cultural context, it is vital that student learning and development and students' individual needs remain a constant and central focus of the College's endeavours. This focus, coupled by attentiveness to the emerging learning about learning (meta-learning) – including our understanding of the capacities of the growing young brain – guides and drives strategic innovations in learning and teaching. This is greatly enhanced by the judicious use of meaningful data to inform decision making around curriculum structure and pedagogic methodologies, as well as evaluation of ongoing progress of groups and individuals. We are committed to ensuring that our educational program authentically reflects the social context and the individual requirements of our learners.

Families who seek to enrol their children in Catholic schools do so out of motivation to seek the very best for them. We honour that. The College's commitment to overall excellence, which fosters the development of its students and staff, is an integral part of our mission. However, participation in the life of the school is an experience – not merely the reception of a service offered. From this perspective, we invite and welcome the contribution and involvement of parents and supporters who form an integral part of our College community.

CONSULTATION & REVIEW PROCESS

MacKillop Catholic College, Mount Peter developed this framework in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, our School wide positive behaviour for learning committee and coach, and distribution of the draft plan for comment and review.

COLLEGE VISION

As a Catholic school, our PURPOSE is inspired by the *Gospel of Life.*
In the spirit of Jesus Christ, and faithful to the example of St Mary MacKillop, our VISION is to Inspire Hearts, Minds and Spirits, through fostering a school community in which:

- ❖ Children and their families are welcomed and loved
- ❖ Students are inquisitive and happily learning
- ❖ Learners are supported, guided and encouraged.

COLLEGE MISSION

Our MISSION as a Catholic school is to:

- ❖ form confident and creative young people who value the ethic of love
- ❖ be a safe and welcoming community in which relationships are characterised by Gospel values
- ❖ offer the best quality pedagogy and curriculum for the creation and sharing of knowledge which is characterised by the good, the true and the beautiful.

As a community of hope investing in the future, we embrace Christianity as 'the way' for humanity.

Desiring our students to experience they are loved and cherished, we VALUE:

- ❖ Catholic culture as foundational and formative
- ❖ Community which is family-like and inclusive
- ❖ Curriculum that innovates and energises
- ❖ Pedagogy which individuates and engages
- ❖ Staff who love their students
- ❖ and who love their own learning
- ❖ Leadership that is visionary and at the service of the community
- ❖ Facilities which are contemporary and agile.

BUILDING A SCHOOL WIDE POSITIVE RELATIONSHIPS AND BEHAVIOUR FRAMEWORK FOUNDED ON OUR AGREED VALUES AS SHOWN BY JESUS

God revealed the depth of divine love for all humanity in the gift of Jesus, his son, to live fully the human experience and to show us the way of God's Kingdom. The Sacred Scriptures, in particular the Gospels, reveal God's word of love for all humanity. All Christian values can be summed up in Jesus' instruction:

"*Love one another, as I have loved you.*" John 13:34

United by the love of Christ, and inspired by the example of St Mary MacKillop, we value:

- Community in the way of family
- Love of learning
- Respectful encounter, engagement and service
- A nurturing of the Spiritual

These values are witnessed in the life and example of Jesus Christ.

The ***MacKillop Way*** describes how we live and learn together in a Catholic Community and is explicitly taught and reinforced in all aspects and contexts of College life.

UNITED IN GOD'S LOVE, MADE REAL IN CHRIST JESUS

Mary MacKillop was very close to her family on her mother's side. It was within the MacKillop and McDonald families that Mary first experienced being loved and initially heard Jesus' Good News of God's love for all people. Mary MacKillop's life and ministry was characterised by the deep love and unwavering trust that she had for God.

- *Beloved, let us love one another, for love is from God; and everyone who loves is born of God and knows God. The one who does not love does not know God, for God is love.* (1 John 4:7-8)
- *Love is patient; love is kind; love is not envious or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrongdoing, but rejoices in the truth. It bears all things, believes all things, hopes all things, endures all things.* (1 Corinthians 13:4-7)
- "*If we have love in our hearts, we shall have God with us.*" Mary MacKillop

COMMUNITY IN THE WAY OF FAMILY

Community is at the heart of the Josephites. Mary MacKillop inspired other young women to join the Sisters and created a community committed to serving those most vulnerable and in need.

- *All the believers were one in heart and mind. No one claimed that any of their possessions was their own, but they shared everything they had.* Acts 4:32
- "*Never see a need without doing something about it.*" Mary MacKillop

LOVE OF LEARNING

Together, Mary MacKillop and Julian Tenison Woods founded the Sisters of St Joseph of the Sacred Heart. Their motivation was to provide access to education for children and families whose financial or remote circumstances would otherwise not allow this. Education provides the opportunity for deep growth and engagement as citizens in the global community. Jesus himself was named Master and Teacher.

- *"Teacher, we know that you speak and teach what is right and that you do not show partiality by teach the way of god in accordance with the truth."* Luke 20:21
- *"Do your best and God will bless your efforts."* Mary MacKillop

RESPECTFUL ENCOUNER, ENGAGEMENT AND SERVICE

Respect for all humanity, characterised Mary MacKillop's own ministry, remains at the heart of the Josephites ministry today in their outreach to those in Australia and in other parts of the world. Respect invites a spirit of welcome and inclusivity.

Respectful encounter and engagement characterises the positive disposition of members of our College towards our common life as a Catholic learning community. It extends from our respect for one another and our learning culture, to our care and responsibility within the broader human family and for our natural and built environments.

- *Jesus said, "Anyone who loves me will obey my teaching. My Father will love them, and we will come to them and make our home with them.* (John 14:23)
- *"God loves courageous and generous souls."* Mary MacKillop

A NURTURING OF THE SPIRTUAL

Offering meaning and direction to life's journey, Mary MacKillop's own spiritual formation was deeply influenced by the Ignatian charism which beckons us to seek God within.

St Ignatius Loyola, who reminds us that *"Love is shown more in deeds than in words"*, would have us take to heart St Peter's declaration of faith in Jesus Christ,

- *"Lord, to whom can we go? You have the words of eternal life."* John 6:68
- *"God will protect and work with us."* Mary MacKillop

POSITIVE RELATIONSHIPS

Relationships and Community are at the very core of Christian belief. The vitality of relationships is expressed in God's Trinitarian nature: Father, Son, Spirit. This theology inspires those in Catholic Education, to strive to be a living Christian community in relationship with God, others and the world. When we remove God from our relationships, we are left with chaos, darkness and suffering. When God is central, we have hope and joy.

There is nothing more important than healthy, positive relationships and well-being within a community. Positive relationships allow everyone to achieve maximum potential and growth. A College which lives out its values is a happy, welcoming, caring and safe place where there is great potential for everybody's needs to be met, and where all have the opportunity to succeed and develop to their full potential.

As stated in the ***Melbourne Declaration on Educational Goals for Young Australians*** (MCEETYA 2008):
> '*students need to have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being*', with a sense of hope and '*optimism about their lives and the future*'. On a social level, it helps students to '*form and maintain healthy relationships*' and prepares them '*for their potential life roles as family, community and workforce members*' (MCEETYA, p. 9).

At MacKillop, a range of beliefs, practices, programs and strategies are in place across the College which aim to develop healthy, positive school culture. These include:
- Student engagement in deep learning experiences
- The Religious Education Curriculum
- The Second Step Program
- Circle Solutions
- The Rite Journey Programs
- The Classroom Management Framework
- Restorative Practices

STUDENT ENGAGEMENT IN DEEP LEARNING EXPERIENCES

Deep learning is defined by those experiences that build on the strengths and needs of all students; challenging them to create new understandings, knowledge and skills using authentic contexts with the purpose of inspiring students to identify their passions, purpose and talents.

THE RELIGIOUS EDUCATION CURRICULUM

The RE Curriculum at MacKillop is integral to all aspects of college life. Jesus Christ is central to the curriculum, and to the Faith life of the College, where rich knowledge and understanding is embedded in daily decisions and life which make up the identity of MacKillop. 'The Catholic School is a sacred landscape where faith, culture and life are in dialogue and where learners are empowered to shape and enrich their world with meaning, purpose and hope derived from their encounter with life and the teachings of Jesus' (CEO, Archdiocese of Melbourne, 2009).

SECOND STEP PROGRAM (Prep to Year 6)

There is a growing body of research that states that social emotional learning is as fundamental as traditional academic foundations to enable citizens to thrive in the 21st century. The report published by the World Economic Forum in 2015 listed sixteen proficiencies critical for education, including ten skills listed as

Competencies and Character Qualities. Competencies are the means by which students approach authentic learning tasks and the Character Qualities refer to the ways they adapt to their changing environment. 'Without doubt, students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.' (ACARA).

Second Step is an evidenced-based program that aims to promote connectedness and success at school through the explicit instruction of Skills for Learning, Empathy, Managing Emotions and Solving Problems. The knowledge and skills students learn in the Program are built upon as they move through Primary School and allow for differentiation and additional support where needed. The Second Step Program aligns with the SEL Policy of the Cairns Diocese and the SEL Conceptual Framework.

The MacKillop Catholic Primary School uses the Second Step program for our Tier 1 Universal Social and Emotional Learning (SEL) Curriculum. The program is an evidence based, sequential program that teaches social-emotional skills and self-regulation to students. These skills include skills for learning, empathy, emotional management and problem solving.

Other SEL interventions:

Tier 2 social skills:

- Friendology

Tier 3 programs:

- CBT programs - Anxiety Gremlin, Coping Cats
- Social Thinking - We Thinkers, Zones of Regulation
- Grief and Loss (including parental separation) - Seasons for Growth

THE RITE JOURNEY PROGRAMS (Years 7 to 10)

The Rite Journey program is central to Pastoral Care at MacKillop Catholic College. Our young people are given the opportunity to work though the following age-appropriate programs, targeted at the core social, emotional, and spiritual elements of their development:

Year Seven - *Heroic Habits*

Heroic Habits introduces young people to the eighteen core habits, virtues and qualities that assist with building their emotional understanding and literacy. These habits aim to equip them for the challenges to be faced along their journey to adulthood and beyond.

Year Eight - *Anchored*

Anchored is designed to support the mental health and emotional wellbeing of young people. It equips students with the tools to understand and explore emotions, needs and identity, and aims to provide grounding for the adolescent years ahead. Anchored touches on external pressures such as social media – and how to navigate such challenges.
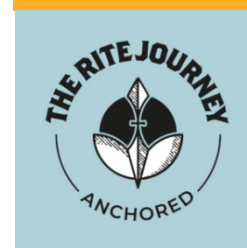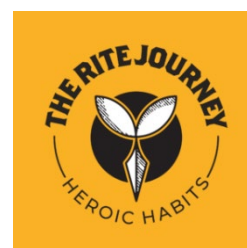
Year Nine - *Rite of Passage*

Rite of Passage aims to provide a safe and supportive space for young people to acknowledge and celebrate their shift into adulthood. It assists with fostering conversation and experience to guide their transition, nurtures connections with positive adult role models and builds self-awareness. The program is seen as a "contemporary rite of passage" – which is marked by milestone events across the year.

Year Ten - *Influence*

Influence explores the fertile question "What do I have to give?" and focuses on leadership of self, within school, our community and beyond. It unpacks themes such as honesty, inspiration, proactivity, trust, responsibility, and empathy to allow young people to understand their own strengths and potential in influencing others positively.

CIRCLE SOLUTIONS FRAMEWORK

Circle Solutions is a means of building positive school culture, healthy relationships, resilience and responsibility in young people and underpins student well-being. *Circle Solutions* is based on the principles of agency, safety, positivity, inclusion, respect and equality. It is a democratic respectful pedagogy to develop social/emotional skills and a positive classroom ethos. Circle Solutions builds resilience and mental health, promotes empathy, reduces bullying and fosters school connectedness. This builds an effective learning environment.

CLASSROOM MANAGEMENT FRAMEWORK

The Classroom Management Framework is designed to support positive school culture through the explicit teaching of pro-social, learning behaviours where students learn how to show Christian love for each other and learn together in a supportive community. This is achieved through feedback and coaching in all areas of the school, including the internal and external learning areas and in all contexts for learning. Teachers are provided with Professional Learning opportunities to develop strategies for Classroom Management and to reflect upon their practices through Classroom Profiling. Whole school data gathered through Profiling enables goals to be set as a College. The overall goal of the Classroom Management Framework is to maximise the time spent on learning and minimise the time spent on negative behaviours that impede social development and well-being and learning opportunities.

The MacKillop Catholic College School Wide Positive Relationships Framework aligns with the Diocesan Social Emotional Framework.

To support a positive Christian environment we commit to:

- ❖ Teaching Religious Education which links Catholic Church Teachings to the lives of the students
- ❖ Teaching a Religious Education Program which explicitly teaches the stories of Jesus' life which show us how to live and love like he did
- ❖ Honouring the example set by Mary MacKillop and the Sisters of St Joseph of the Sacred Heart
- ❖ Providing a rich experience of prayer, meditation and opportunities for Spiritual Growth
- ❖ Explicitly teach, reinforce and coach students in the ***MacKillop Way***
- ❖ Explicitly teaching the Social Emotional Learning Competencies (ACARA)

❖ Explicitly teaching the modules of the Second Step Program (Skills for Learning, Empathy, Managing Emotions and Problem Solving)
❖ Using Circles as a resource to develop and enhance positive relationships and connectedness
❖ Explicitly teaching the Health component of the Health and Physical Education Curriculum
❖ Explicitly teach the Zones of Regulation and refer to them constantly to support growth
❖ Providing opportunities for building partnerships between home and the College
❖ Providing students with support when they are experiencing difficulties in relationships and applying consequences that are natural and logical
❖ Providing staff with opportunities for high quality Professional Learning, feedback and reflection
❖ Collect Whole College Data on Classroom Management and Social Emotional Well-being of Students with the purpose of goal setting.

RESTORATIVE JUSTICE PRACTICES

'It is not small people who ask for forgiveness.
It is large hearted, magnanimous, courageous people who are ready to say what are some of the most difficult words in any language: "I am sorry".
But once uttered, they open the way to a new opportunity, the possibility of a new beginning,
the chance to start again, having learnt a lesson from the past'.
Archbishop Desmond Tutu (1998)

Definition

Restorative: to give back; to repair the harm and rebuild; to reintegrate the person(s) who did the harm; restore a sense of wellbeing and connection. The philosophy and practice of restorative justice in schools is to promote resilience in both the one who is harmed and the one who causes harm. It is about helping young people become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations Marist Youth Care, Sydney (2004).

Rationale

Education in schools is largely about relationships, which can often develop into conflicts which require resolution, forgiveness and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others. The aim of this initiative is for schools to develop an understanding of restorative justice and learn skills and practices for use in the classroom. It is acknowledged that these prevention measures may lead to and/or require the use of interventions for more serious offences. It is hoped that consistent use of restorative practices in a school setting will change attitudes and represent a philosophical shift in thinking about students and problem behaviours away from the use of punishment, to the management of situations using a restorative approach.

The Principles of Restorative Practice

- **Foster awareness in the student** of how others have been affected.
- **Avoid scolding or lecturing**. This often results in the student reacting defensively. It distracts from noticing other people's feelings.
- **Involve the student actively.** Instead of simply doling out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.
- **Accept ambiguity**. Often fault is unclear and people can agree to accept the ambiguous situation.

- **Separate the deed from the doer**. We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing. 'Justice' attends to the truth of the matter; 'Mercy' attends to the truth of the person.
- **See every serious instance of wrongdoing and conflict as an opportunity for learning**. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.
- **Restorative practices must be systemic, not situational.** Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways to minimise the chance of further harm? *Marist Youth Care, Sydney (2004).*

Affective Questions

- These questions are provided to school staff to assist in managing conflicts or potential conflict situations and working towards resolution. Many schools who are adopting the use of restorative practices strategies produce these questions and focus areas on small palm cards and on lanyards for easy accessibility, particularly while on yard duty

Affective Questions	Focus Areas
1. What happened?	Focus on the specific behaviour or incident without blaming.
2. How did it happen?	
3. How did you act in this situation?	
4. Who do you think was affected?	Draw out who was affected and how they were affected.
5. How were they affected?	
6. How were you affected?	
7. What needs to happen to make things right?	Direct questions toward problem solving what needs to happen to 'make things right'.
8. If you find yourself in the same situation again how could you behave differently?	

Affective Statements

- Reflect on the impact that the behaviour or incident has had on you and others
- This may include you as a teacher, Assistant Principal or Principal
- Consider the effect on other students, the class, the year, other teachers, parents or the school community as a whole.

RIGHTS AND RESPONSIBILITIES

MacKillop Catholic College is a place where all are free to feel safe, learn and grow to their potential in a Christ-centred, supportive community that values diversity. To this end, all members of the community have rights and responsibilities.

STUDENTS

RIGHTS Students have the right to:	RESPONSIBILITIES Students have the responsibility of:
Be treated in ways consistent with the *MacKillop Way*.	Demonstrate MacKillop Way dispositions of Respect, Engagement and Personal Best in all interactions**.**

Be safe and feel safe at all times	Being organised and punctual for learning
Have access to learning without being adversely interrupted by others	Being cooperative and supportive of others in the College
Be treated with courtesy and respect	Showing care and respect to all in the community
Express themselves in a socially appropriate manner	Following the *MacKillop Way*
High quality learning experiences	Respecting College grounds, property and the property of others
Early intervention and support, when required	Playing and learning in a safe way, including digital spaces
Have their needs and circumstances considered at all times	Acting in a manner that shows pride in themselves and in their school

STAFF

RIGHTS Staff have the right to:	RESPONSIBILITIES Staff have the responsibility of:
Be treated in ways consistent with the *MacKillop Way*: Respect, Engagement and Personal Best	Explicitly model, teach and reinforce the *MacKillop Way*
To work in a safe, supportive and clean environment	To model the core values of Faith, Learning, Community, Love and Respect as exemplified in the life and ministry of Jesus Christ and modelled by St Mary of the Cross MacKillop
To have opportunity for Professional Learning, support and coaching in the area of Classroom Management and SEL	To model, review and refer to the learning expectations, procedures and consequences for good and bad choices of behaviour
To be supported by parents, administration and the College Community in providing deep learning opportunities to students	Encouraging, maintaining and monitoring safe behaviours in accordance with College expectations, Work Place Health and Safety regulations and Child Protection Responsibilities
To use professional judgement in supporting the needs of students	Act in a professional way in accordance with the Employee Code of Conduct
	To develop rich learning opportunities for students to engage in deep learning in authentic contexts, with consideration of the individual and diverse needs of students (learning, social and emotional, physical, spiritual)

	To gather data on student wellbeing and provide support for students in need
	To develop respectful and positive relationships with students, colleagues and parents
	To consider the needs and circumstances of each student and each context
	Continually seek to engage in professional learning regarding best practice in supporting students to be respectful and engaged to the best of their ability (including ongoing PD in ESCMs)
Staff Code of Conduct can be accessed at https://www.cns.catholic.edu.au/wp-content/uploads/2018/06/Code-of-Conduct-Staff.pdf	

PARENTS AND CARERS

RIGHTS Parents and Carers have the right to:	RESPONSIBILITIES Parents and Carers have the responsibility of:
Be treated in ways consistent with the *MacKillop Way.*	Demonstrate MacKillop Way dispositions of Respect, Engagement and Personal Best in all interactions**.**
Be respected and recognised as the first educators of their children	Act in accordance with the Diocesan Parent and Volunteer Code of Conduct
Be welcomed and feel welcome in the College	Encourage and expect their child to respect the College, staff, community members, property and expectations
Be listened to	Ensure that their child is adequately prepared with materials and in approved uniform for the school day
Receive regular reports on their child's progress	Ensure that their child is at school on time and collected from school in time
Meet with school personnel at a mutually convenient time	Consult with school personnel with respect at a mutually convenient time regarding any concerns
Take an active role in the school through the Parents and Friends Association and College Board	Support the teachers in their efforts to form good work and behavioural patterns in the children
	Respect the privacy and rights of other students, families and staff, including the use of online social media
Parent/Volunteer Code of Conduct can be accessed at https://www.cns.catholic.edu.au/wp-content/uploads/2016/11/Code-of-Conduct-for-Parents-Volunteers-and-Visitors.pdf	

POSITIVE BEHAVIOUR

SECTION A: STUDENT BEHAVIOUR SUPPORT PRACTICES

Tier 1: Universal Supports

1.   CLARITY: THE MACKILLOP WAY

SECTION B: STUDENT BEHAVIOUR SUPPORT SYSTEMS
Our Beliefs About Student Behaviour

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

At MacKillop Catholic College, Mount Peter, we believe:

1.   All students can achieve given the right support at the right time.
2.   Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.
3.   There must be a warm, disciplined, safe, routined and supportive learning environment where students and teachers can develop positive relationships.
4.   Students are always asked to do the best they can. The teacher's role is to teach and facilitate this behaviour.
5.   Respect, Engagement and Personal Best are central to everything we do.
6.   Students have the right to receive constructive feedback about their behaviour and learning.

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

What is Multi-tiered Systems of Support?

MTSS is a framework (Diagram 1) for schools that uses a systematic approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching
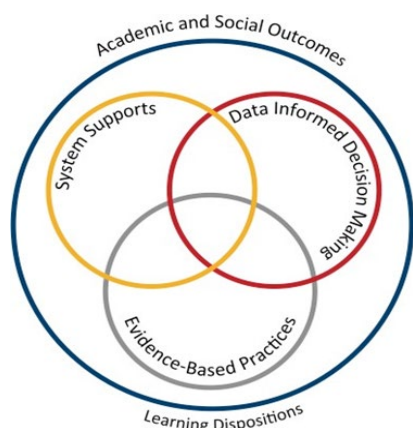

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

Continuum of Support and Key Features

An important component of MTSS is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.
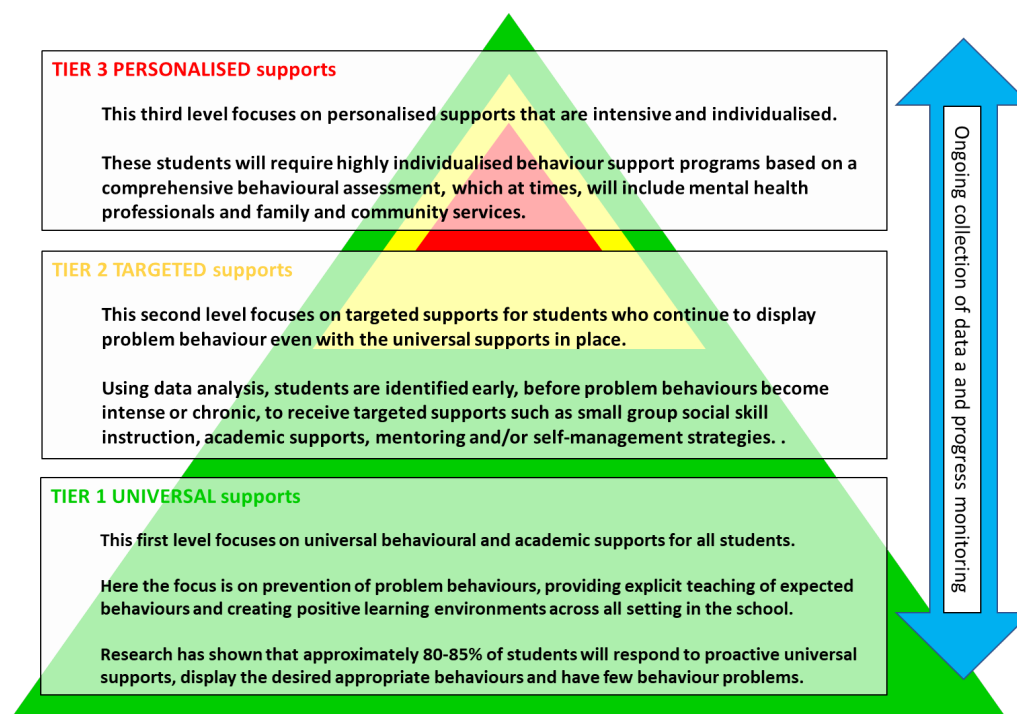
TIER 3 PERSONALISED supports

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.

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. .

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 setting 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.

Ongoing collection of data a and progress monitoring

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

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

Student Behaviour Support Leadership and Professional Learning for School Staff

At MacKillop Catholic College, all staff play a role in supporting behaviour and engagement, which is always enacted through a pastoral lens.

Key stakeholder teams include:

Team	Role
Learning & Teaching staff ➢ Classroom Teachers ➢ Pastoral Advisors	● Create a safe and supportive classroom environment ● Take an interest in the personal, academic, social and spiritual development of each student to foster positive student-teacher relationships ● Implement universal routines, processes and procedures,

➢ Student Learning Assistants	as set by College Leadership ● Have open communication with parents and carers ● Adopt a restorative approach to challenging behaviour
Student Engagement Team ➢ Leader of Engagement ➢ Heads of House ➢ Indigenous Liaison Officer ➢ Defence Student Mentor ➢ Leader of Diversity & Inclusion ➢ Assistant Principal - Students	● Support pastoral care, attendance and engagement of students within their area of responsibility ● Work with all stakeholders to support and manage student wellbeing, engagement, and behaviour ● Implement universal pastoral practices and Tier 2 interventions with regards to Social and emotional and behavioural issues. ● Work with the Senior Leadership Team to promote and support inclusive celebrations and practices across the College.
Learning & Teaching Team ➢ Leader of Learning & Teaching ➢ Heads of Department ➢ Deputy Principals	• Support pastoral care and engagement of students within their curriculum area/s • Manage academic non-submission and misconduct as per policy • Work with all stakeholders to address challenging student behaviours
Diversity Learning Team ➢ Leaders of Diversity & Inclusion ➢ Leader of Engagement ➢ Counselling Team ➢ Assistant Principal – Students ➢ Deputy Principals	• Support the learning needs of diverse learners by way of triage with various College student supports • Support teachers to plan and implement learning strategies, adjustments and interventions for diverse learners • Support the wellbeing needs of students as required • Work with key stakeholders to support students needing Tier 2 & 3 interventions, as identified through the Diverse Learning Team including external services • Work with key stakeholders to develop, implement and review Personalised Learning Plans • Work with the Senior Leadership Team to promote and support inclusive celebrations and practices across the College
Senior Leadership Team	• Strategically support and manage the support, engagement, behaviour and wellbeing of all students, particularly those requiring Tier 3 interventions.

THE MACKILLOP WAY – AUTHENTIC CATHOLIC CULTURE AND IDENTITY

To redirect and identify positive behaviours from the outset, a school wide set of expectations for interactions and behaviours is necessary. This is outlined using the core dispositions of the MacKillop Way – Respect, Engagement and Personal Best. The MacKillop Way describes how we live and learn together in a Catholic Community and is explicitly taught and reinforced in all contexts of college life. All encounters, positive and negative, should be brought back to the dispositions of the MacKillop Way. These expectations should be explicitly taught and referred to across Learning Areas and used as a point of precorrection and redirection for students daily.

'The MacKillop Way' is a set of dispositions that inform our day-to-day interactions – in classrooms and playgrounds, on sporting fields and excursions.

The MacKillop Way is based on the core values of:

- Community
- Learning
- Service and Outreach
- Spiritual Growth

These values are witnessed in the life and teaching of Jesus Christ. *The MacKillop Way* describes how we live and learn together in a Catholic Community and is explicitly taught and reinforced in all aspects and contexts of college life. The MacKillop Way dispositions, **RESPECT : ENGAGEMENT : PERSONAL BEST**, give expression to these values.

Respect is a positive feeling or action shown towards someone or something. We respect ourselves, property, and the rights, beliefs and opinions of others. We respect the right of teachers to teach, and learners to learn.

Engagement is attention, curiosity, interest, positivity, motivation and passion with all learning. It is coming prepared to learn, to struggle, to fail and to grow.

Personal Best is doing everything possible to make the best choice every step of the way

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.

VALUES IDENTIFICATION, EXPLORATION AND EXEMPLARS

At the beginning of each year, teachers will provide opportunity for students to break open *The MacKillop Way* using age appropriate strategies through the Learning to Learn sequence of lessons. The aim in providing the students with a voice in how the core values might be lived, is to amplify student 'buy in' to the values thereby increasing the sense of a place and a way that is owned by all in the community. These values always linked back to the example of Jesus Christ. This is the critical curriculum for the first two weeks of the school year and sets the culture for the learning spaces, the school and the community. These are revisited and referred to throughout the year.

Teachers will:

- Explicitly teach what each value means
- Develop learning opportunities for students to examine the meaning of the values in their lives (e.g. T and Y charts)
- Create a classroom display of the values- The *MacKillop Way*
- Explicitly teach the Zones of Regulation and engage the students in a learning sequence to better understand the Zones and how they can use self-regulation as a tool to enhance their well-being and learning.

With a 'growth mindset disposition', these values in action lead to the group working together to negotiate expectations under these headings:

- Learning to Learn
- Learning to Live and Learn Together
- Learning in a Safe Environment

These are to be written using concise and positive language and should number between five and ten. Teachers will:

- Work with students to develop the expectations, giving students agency in the process
- Explicitly teach the expectations and what they look like in different contexts (internal and outdoor learning spaces, the library, liturgy etc) and provide behaviour specific feedback to students on their choices for both good and non-compliant behaviour. The emphasis is on 'catching' students making good choices
- Use the expectations to set goals with the class, group or with individuals. These may be linked to class and College award systems such as the weekly student awards etc
- Display the expectations and goals, using visual cues and explicitly explain the process for Class Awards
- Display the consequences for both good and bad choices
- Share the expectations with parents and carers
- Refer to the expectations and revisit them throughout the year

CLASSROOM MANAGEMENT FRAMEWORK

The Classroom Management Framework works within a positive school culture. The aim of classroom management is to provide teachers with the skills to develop positive relationships that enhance student and teacher wellbeing and focus on engaging students with the learning in a way that is respectful and inclusive of all. It consists of many evidence-based strategies and frameworks that promote positive student engagement in learning. These are reflected in the following pedagogical framework and the essential classroom strategies used by teachers to assist students to be engaged in their learning and when needed, prompted to stay focussed on their learning.

Pedagogical Framework

Shared pedagogical beliefs and understandings
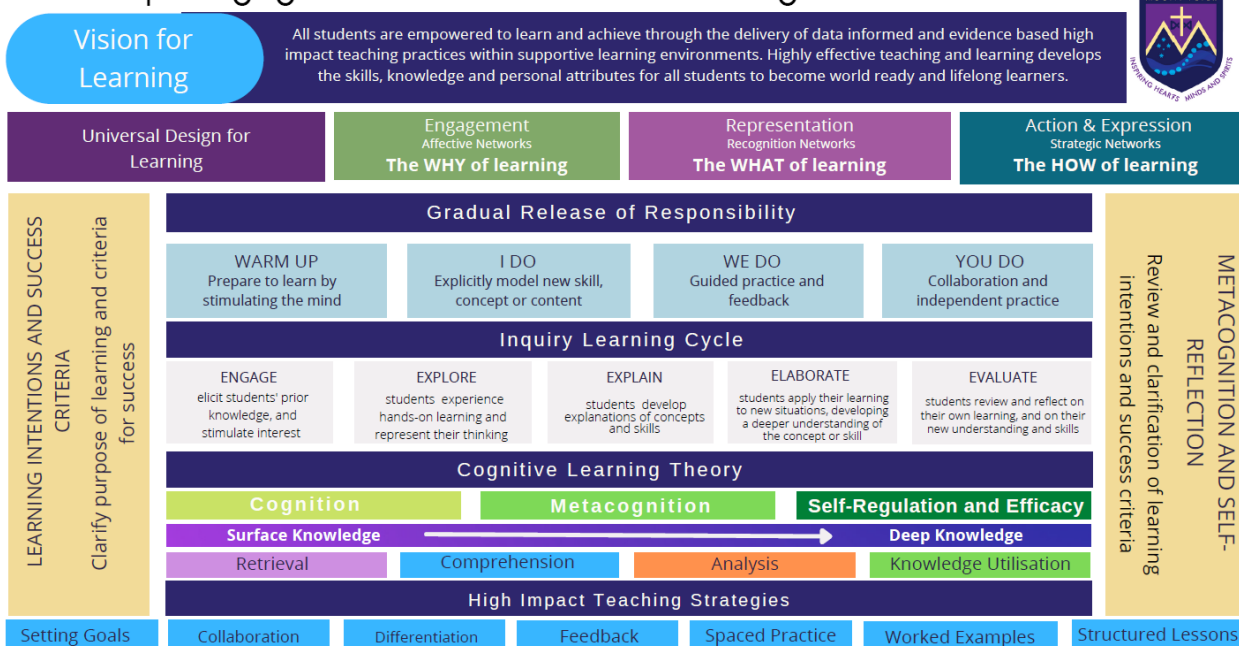
ESSENTIAL SKILLS AND CLASSROOM PROFILING

The Essential Skills are a set of ten strategies evidenced to assist students in developing self-regulation through the development of positive relationships and learning culture. Teachers will use a range of Essential Skills, from the least to most intrusive. During the year, teachers will be profiled so they can reflect upon their classroom management. Whole school data will be gathered to set goals for the College.

ESSENTIAL SKILL	DESCRIPTION
1/ Establishing Expectations	To clearly articulate and demonstrate the boundaries of pro-social behaviour. ● Boundaries provide clarity around what is regarded as safe, responsible and respectful behaviour in a particular context ● Enable a higher engagement in learning ● Expectations are necessary to student well- being and success in learning ● Expectations are related to both the curriculum and behaviour (Visible Learning) ● Expectations are explicitly taught and linked with positive and negative consequence ● Expectations need to be explicitly taught, revisited frequently and referred to constantly.
2/ Giving Instructions	To give a clear direction about what students are to do. Instructions are clear and concise and are framed as statements not questions. The use of body language and voice can support the instruction.

ESSENTIAL SKILL	DESCRIPTION
	Giving instructions is a process: ● Gain attention (whole class directional phrase or action) ● Wait and scan ● Descriptively encourage two students or groups ● When students are focussed, commence instructions ● Separate instructions from the curriculum talk ● Where possible, instructions are written with visual support
3/ Waiting and Scanning	Given directly after an instruction. To wait and look at the students for 5-10 seconds after you give an instruction. ● This strategy gives students time to process the instruction ● It avoids filling the gap while waiting with natter ● Keeps focus during transition times.
4/ Cueing with Parallel Acknowledgement	To acknowledge students' on task behaviour with the intention of encouraging others to copy. ● Cueing is an alternative to redirection ● Cueing sets a more positive tone for the classroom **Peripheral Vision**- Scanning the class regularly whilst working with a student or a group. ● It is a deliberate, proactive strategy to let all students know that you are aware of what is happening in the classroom. **Positive Feedback**- Behaviour specific in nature, it provides feedback to students regarding pro-social behaviour that is focussed on the learning. ● This can be given to individuals, groups or a whole class ● Related to the curriculum or to behaviour.
5/ Use of Body Language	To intentionally use proximity, gestures and facial experiences to encourage students to remain on task ● A time effective strategy ● It sets a positive tone in the learning space ● Use the Triple P - praise, prompt and push off ● Establish personally understood signals with the students/whole school ● Can be used to refer to expectations
6/ Descriptive Encouraging	To encourage students to become more aware of their competence by describing what you see or hear from them that you hope to see more frequently. This strategy reinforces the expectations It promotes a positive, supportive learning environment (can double as positive feedback) It has a focus on strengths

ESSENTIAL SKILL	DESCRIPTION
	It provides an opportunity to acknowledge those students who are always making the right choices Can be linked with awards and rewards.
7/ Selective Attending	To deliberately give minimal attention to low-level off-task or inappropriate behaviour. There is a time frame associated with this strategy. The teacher stops using selective attending when the off-task behaviour ceases or if it escalates. ● It allows the teacher to select a less intrusive strategy to keep track of an off-task behaviour ● It buys the teacher time to consider the next step ● It provides time for the teacher to complete an instruction or task ● It provides time for the student/s to self-regulate and modify their behaviour independently
8/ Redirecting to the Learning	To use the curriculum to respectfully prompt a student who is off-task or disruptive (redirect to the learning NOT the behaviour). ● Can be verbal or non-verbal ● Usually framed as a question ● It is a positive prompt to focus on learning and reinforces on-task behaviours ● It provides the student who is off-task with an opportunity to self-regulate with a lesser degree of confrontation ● It is a positive and supportive strategy **Redirections from the least to most intrusive:** **Non-verbal Redirection**: The use of eye contact, head movement, smile etc. ● Least Intrusive ● This should be used more than verbal redirection **Proximity**: Teacher moves to a student who is displaying off-task behaviour and stands in their personal space until the behaviour desists or the behaviour escalates Teacher avoids eye contact and instead looks to where the student should be attending. **Non-verbal Directional Action**: Used to signify that the teacher would like the attention of the whole class. This needs to be explicitly taught. **Pause in Talk**: The teacher pauses as an indication that a student or students are off task. This strategy is useful during explicit teaching.

ESSENTIAL SKILL	DESCRIPTION
	Verbal Redirection Strategies (Least to most intrusive) **Individual Close Talk**: The teacher moves to the student and redirects or gives a choice without anyone else hearing. This sets a more respectful tone and is less confrontational. It is part of the Top 5) **Questioning For Understanding**: The teacher uses questions to redirect. This places the responsibility back on the student to self-regulate. It works effectively when the expectations are well established and referred to. Humour to Manage Behaviour: It can lighten a situation and is non-confrontational. Use with caution. **Call Student's Name**: The teacher calls a student's name in an even tone. This strategy can be used alone or to gain the student's attention in order to use a less intrusive strategy. **Description of Reality**: Stating what you see or can hear in an even tone. **Verbal Redirection**: Telling a student what to do. The authority and responsibility rests solely with the teacher. **Broken Record**: Repeating an instruction calmly, ignoring any secondary behaviour. **Oral Directional Phrase**: A teacher uses a phrase that the students have been taught to mean they must stop what they are doing and pay attention to the teacher.
9/ Giving a Choice	To respectfully confront the student who is choosing disruptive or on-going off-task behaviours with the available choices and their natural consequences. - It reinforces expectations - It puts the responsibility on the student, to promote self-regulation and self-management - It is used after a redirection hasn't worked - Using a calm, firm voice, the teacher gives choices that can be followed through e.g. "Your choices are … or …". The choice needs to be given privately. - After giving the choice, the teacher needs to walk away to allow the student the time and opportunity to self-manage - The strategy can avoid escalating the situation - If the positive choice is not made, consequences need to be followed through.

ESSENTIAL SKILL	DESCRIPTION
	A note on Secondary Behaviour: The aim of secondary behaviour is to shift the focus or the responsibility. It is confrontational and lengthens the time from the learning. It can look like sulking, arguing, eye-rolling, sighing etc.
10/ Follow Through	A Planned action in the face of extended off-task behaviour or on-going disruptive behaviour. ● It can also be used as a strategy in the face of high-level behaviours that are aggressive in nature or unsafe. ● It clearly establishes that you mean what you say by reinforcing established boundaries ● It models assertiveness **Time Out**: A natural consequence for behaviour which is disruptive to the learning or unsafe after a choice has been given, is for the student to have a time of separation from the group. Each teacher is to establish a time out area in the classroom. When in time out, the student will need to complete work and/or complete a reflection form. Time out is for a set period of time. Time out needs to be supervised.
Behaviours to Avoid	Staff are not to use the following strategies: ● Yelling and screaming ● Sarcasm ● Put downs ● Engaging in power struggles ● Threats ● Applying consequences that are not related to the behaviour ● Avoid following up with natural and logical consequences.

3. FEEDBACK: ENCOURAGING PRODUCTIVE BEHAVIOURS FOR LEARNING

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

Our college encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use.

Our college 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
Weekly MacKillop Awards	Morning Routine
Weekly Specialist Superstar Awards	Flourishing Five

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
MacKillop Way Awards (Tiered)	Behaviour Step System
Golden Ticket	Whole class-based incentives
Awesome Attitude Awards	Individual based incentives e.g. MacKillop Way Merits
Lunchtime Legend	Positive phone calls and emails home
Here on Time tickets	
Star Attender Award	
MacKillop Way Merits	
MacKillop Way Shout Outs	

AWARDS

Attitudes and behaviours identified as examples of '*MacKillop Way*' values will form the basis for student awards. *MacKillop Way Merits,* underpinned by Respect, Engagement and Personal Best are awarded, and *MacKillop Way Awards* are presented at College Assemblies throughout the year. MacKillop Way Shout Outs for exemplary demonstrations of the Mackillop Way in action are also awarded at House Huddles within the Secondary School.

The 'target audience' for *MacKillop Way Awards, Merits and Shoutouts* are the students themselves. By awarding individual students from time to time we are simultaneously acknowledging all students who display these dispositions. MacKillop's educators will select individual students for awards. Because of the important relationship between students and their educators, it is our practise for awards to be presented by educators to their students.

Not wishing to create expectations on parents that they attend for award presentation, and equally wanting to avoid disappointment on the part of students (many parents are unable to attend assembly), students and families are not notified prior to awards being presented. However, following the presentation of awards, all awardees' families are notified, and the awards are celebrated in the next edition of the College Newsletter.

4. FEEDFORWARD: RESPONDING TO BEHAVIOURS THAT ARE NOT THE MACKILLOP WAY

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

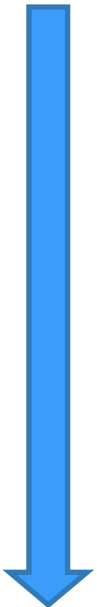To feedforward when responding to student behaviours, we have a system in place that enables staff to respond to minor behaviours efficiently and effectively, to chronic persistent minor behaviours and to major behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom

settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix 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 consider:

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

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

Least Intrusive ⬇ Most Intrusive	INDIRECT Instructional strategies	• Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately • Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour. • Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary. • Cueing with parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving student appropriately who is nearby to a student behaving inappropriately. Praise the student after behaviour has been corrected.

	DIRECT Instructional strategies
	
	Direct strategies are used after indirect strategies have been used
		• Verbal redirection - this interaction should ideally use the language of the school's expectations, matching the response to the frequency and severity of the behaviour
		
		  - Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8)
		  - Questioning to redirect
		  - Rule reminder
		  - Re-teach behavioural expectations.
		  - Provide choice (ESCM 9) (provide statement of two alternatives, the preferred behaviour and a less preferred choice).
		
		• Follow-through (ESCM 10) – supervised time-out in/out of classroom, logical consequence applied (leads to problem-solving and restorative steps outlined below)

	Problem-solving	• Teacher – student conversation • Work it out together plan • Teacher – student – parent meeting • Teacher – student – leadership conversation
	Restorative	• Student apology • Restitution / repair • Restorative conversation
De-Escalation		• Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual IBSP and management of escalated behaviour plan

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

DISCIPLINARY CONSEQUENCES AND SANCTIONS

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances (as outlined on page 2 above).

These additional sanctions comprise:

- Detention (during and after school)
- Suspension
- Exclusion

When a student makes a poor choice restorative practices will be used to aid in restoring the relationships, repairing harm and learning about perspectives, rights and social responsibility. Through the use of restorative practices, there is a greater emphasis on using the experience as a learning opportunity, rather than on simply meting out punishment. Consideration is made of a student's age and developmental level as well as any additional factors that might influence behavioural choices.
Examples of some restorative practices are listed below:

- Circle Time (and conference circles) in which students sit in a circle and, using a structured format, discuss and problem-solve an issue that has affected the whole class or specific members of the class
- The 'restorative interview' where the teacher uses an incident of misbehaviour as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships
- The more formal 'restorative conference' that is used with more serious or ongoing misbehaviour and usually involves senior staff, parents and carers.

NATURAL AND LOGICAL CONSEQUENCES

If consequences are to be effective, they need to be logical and natural. The goal of logical consequences is to help students develop internal understanding, self-control and a desire to follow pro-social behaviours that are conducive to building positive relationships and learning. Students will want to choose better choices and enjoy the positive consequences through reflection and practice. Logical consequences are

respectful of the child's dignity and are directly related to the child's behaviour. The key to logical consequences is the certainty, not the severity of the consequence/s being applied. Teachers are consistent across the College.

RE-ENTRY

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

Teachers ask:

- What did you do? What wrong choice did you make?
- What is the *MacKillop Way*? What else could you have done?
- What do you need to do if you re-enter the class?
- If you choose the wrong choices again, what do you think will happen?

STUDENTS WITH ADDITIONAL OR COMPLEX NEEDS

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

Student support practices in the College seek to facilitate the development and exercise of responsible self-discipline among students. They also seek to promote the wellbeing and good order of the College community. All students, including those with complex or exceptional needs, are required to meet appropriate behaviour expectations.

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

TIER 2: TARGETED SUPPORTS

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

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

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

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

TIER 3: PERSONALISED SUPPORTS

Individualised supports:

- Individual Behaviour Support Plan

- Individual safety plans
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- School Counsellor support services
- Diverse Learning Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Flexible learning arrangements
- Alternate, Individual and visual timetables
- Transition support
- CICO card
- Sensory support
- Positive behaviour reward system
- Structured breaks
- Social Stories

LEVELS OF BEHAVIOURS

The following levels act as guides for teachers and leadership, students and parents to provide an understanding of strategies to assist students to remain consistent with the *MacKillop Way*. It is important to note.

LEVEL ONE

The aim of this level is to assist the student to be aware of behaviours they are choosing which are contrary to the *MacKillop Way*, not consistent with the values or behavioural expectations and which are hindering their learning or the learning of others. Level One behaviours are low level are do not cause harm or violate the rights of others. Level One behaviours are managed by teachers and do not require intervention from the Administration Team or specialist teachers. The consequences should be natural and relative to the behaviour.

Examples of Level One Behaviours
- Calling out   - Making noises   - Walking around the classroom   - Fidgeting   - Poor social behaviours such as not taking turns   - Littering   - Low-level off task behaviours   - Out of bounds - Minor

TEACHER RESPONSE – SUPPORT

When addressing students' behaviour, teachers use calm, firm, measured tone

ESCMs Top 5

- Descriptive Encouraging
- Cueing with Parallel Acknowledgement
- Description of Reality
- Redirection to the Learning
- Individual Close Talk

Other ESCMs

- Selective Attending
- Give choice
- Physical Proximity
- Redirection to the Learning- Non-verbal & Verbal
- Restatement of the *MacKillop Way* (Establishing Expectations) and further teaching if needed
- Use of class indicators where appropriate, such as traffic lights
- Record the incident. Include the time of the incident, the activity the student/s were engaged in, and the support and consequence applied.

 Other:

- Circles
- Revision of Zones of Regulation

LEVEL TWO

Level Two behaviours can be Level One behaviours that are repeated despite additional support, or they may be behaviours that are more disruptive and serious in nature. The aim for students in this level is to assist them to be aware of the impact of their behaviours. Level Two behaviours may be repeated or be one-off occurrences.

Examples of Level Two Behaviours

- Continued Level One behaviours
- Speaking disrespectfully to others (back chatting, swearing at others, teasing)
- Ignoring teacher direction
- Inappropriate verbal language (including minor swearing)
- Poor behaviours during excursions, events or functions
- Property misuse – minor
- Social behaviour that excludes others
- Physical contact – minor
- Task avoidance- minor
- Disruption to learning (self and others)- minor
- Technology violation – minor
- Non-compliance of tasks – minor
- Out of bounds – where safety is a concern

TEACHER RESPONSE – SUPPORT

When addressing student's behaviour, teachers use calm, firm, measured tone

- Continued use of the ESCMs
- When investigating an incident- teachers and SLAs need to gather all the facts including statements from the student/s involved and preferably from any witnesses, in a respectful manner. Students need to give their statements individually.
- Revisit, revise and reteach the *MacKillop Way* and the Expectations
- Use Restorative practices where appropriate to assist the student in understanding the impact of their behaviour
- Implement a short term Celebration Chart (Plan) for on-going behaviours negative behaviours to promote development of positive learning and pro-social behaviours
- Notify parents/carers of the behaviour and the consequences and support. This communication should be recorded in SBSS (Conversations) and a follow-up meeting scheduled within two weeks to discuss the efficacy of the support
- Time out in classroom or in another room
- Loss of play- this can be related to a safety issue, to make up for learning not done during the allocated time
- The student may need to formally apologise
- Teachers may need to consult with the Teacher of Inclusion and Diversity if supporting a student with a disability
- Before a student progresses to Level Two from Level One sufficient records should be available to indicate the frequency of the behaviour and the intervention provided
- All Level Two incidences need to be recorded in SBSS (Minor behaviours).

LEVEL THREE

Behaviours at Level Three are highly disruptive to the learning and well-being of the student/s involved and impact that of others. Students whose behaviours fall in this category need considerable support to re-engage in behaviours consistent with the College Values and the established expectations - The *MacKillop Way*. Behaviours at a Level Three include those that are non-negotiable, including verbal and physical aggression, self-harm and bullying.

Examples of Level Three Behaviours
- Continued Level Two behaviours   - Bullying/Harassment (See Major Behaviours on SBSS)   - Verbal Aggression; including swearing at another student or teacher or threatening others   - Physical Aggression; including punching, spitting, kicking or use of weapons   - Vandalism/Property damage   - Concerning Sexual Behaviour   - Theft   - Misuse of devices or inappropriate online behaviour (in breach of the MCC ICT user agreement)   - Leaving College grounds without permission   - Refusal to comply with teacher instruction/redirection (to the detriment of the learning, safety and well-being of self and others) – major

TEACHER RESPONSE – SUPPORT

- Contact College Leadership immediately for acts of major physical aggression or for any student leaving the school grounds, or learning area
- React to the incident calmly
- Consider removing the class/nearby students from the situation if necessary
- Document the incident after gathering the facts, using SBSS and notify College Leadership Team and the parents/carers of the student/s involved
- Work together with the College Leadership Team, School Counsellor, parents/carers and other specialist staff to develop a specialised support plan for the student if the behaviours are on-going
- Continued use of the ESCMs
- Use Restorative practices where appropriate to assist the student in understanding the impact of their behaviour
- Place a referral to the Diverse Learners Team for on-going negative behaviours (MCC Staff Portal)

COLLEGE LEADERSHIP TEAM RESPONSE – SUPPORT

- Support immediately for major physical aggression or for students leaving the ground or learning area who are considered a flight risk
- Consider lock down (minor or major) procedures if the safety and well-being of the student and/ or others is considered to be at risk
- Consider completing a Record of Concern (ROC) for the student

- Consider completing a Statutory Authority Report (SARS) for the student
- Consider a consequence relative to the seriousness of the incident, and the safety and well-being of the student/s and others, including suspension
- Notify parents/carers of the student/s involved in the incident and share the details and the next steps (including re-entry procedures)
- Co-ordinate a team to develop a high-level support plan for the student and work with the team to support the implementation of the plan. The plan is documented and recorded on SBSS
- Ensure the staff and students involved have access to support for their well-being (including EAP and access to College Counselling for students in accordance with the guidelines)

LEVEL FOUR

Behaviours at Level Four pose major disruption to the learning, well-being and safety of the student/s involved and have a highly, negative impact on that of others. Students whose behaviours fall in this category require considerable support both from the College and other specialists and professionals to re-engage in behaviours consistent with the College Values, Dispositions and the established expectations- The *MacKillop Way,* in a manner that is reasonable for the College to manage.

Behaviours at a Level Four include consistent or on-going non-negotiables, including major verbal and physical aggression, self-harm, bullying and consistent non-compliance after a period of high-level support (Tier 3).

In being guided by Diocesan policies and guidelines for the management of student behaviour (detention, suspension, and exclusion), Principals are counselled to respond carefully and pastorally to serious student offences which are those activities or behaviours which:

- Seriously undermine the ethos of the Catholic school; or
- Consistently and deliberately fail to comply with any lawful order or direction of a Principal or teacher; or
- are offensive or dangerous to the physical or emotional health of any staff member, student, or visitor; or
- Consistently and deliberately interfere with the educational opportunities and endeavours of other students.
- Are prejudicial to the good order and management of the school.

Diocesan Student Management Guidelines have objectives which include:

- to protect the rights of the students, staff and learning community;
- to help find ways to negotiate with the student a plan for change to acceptable patterns of behaviour;
- to keep the parents of the student informed and seek to engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;
- to safeguard the right of teachers to be able to teach without unacceptable disruption;
- to reflect the school's duty of care to provide safe learning environments;
- to safeguard the right of other students to learn without unacceptable disruption;

COLLEGE LEADERSHIP TEAM RESPONSE – SUPPORT

In collaboration with the College Support Team, specialists and other support personnel, the College Principal will consider further adjustments that are reasonable for the College to manage and/or consider further action in accordance with CES policy.

BULLYING AND CYBERBULLYING – INFORMATION, PREVENTION, AND COLLEGE RESPONSES

BULLYING POLICY

This policy outlines how MacKillop Catholic College will implement effective prevention and response strategies to address school bullying in alignment with the Bullying: Prevention and Responses to Student Bullying Guidelines. The policy applies to all student bullying behaviour, including cyberbullying that occurs in schools, off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

MacKillop Catholic College is committed to the prevention of bullying by and of students in our school, and the implementation of appropriate prevention and response strategies which address school bullying, as mandated by law, Church teachings and the UN Convention on the Rights of the Child. We recognize the need to ensure that all students can learn and work in an environment where they feel safe and are free from bullying behaviour. The primary aim of the school's response is to restore a positive learning environment for all students.

AIM:

MacKillop Catholic College aims to provide a safe and supportive learning environment that promotes respect for self and others. As a school we have a responsibility to respond promptly and effectively to issues of bullying because bullying of any kind is unacceptable and will not be tolerated.

RATIONALE:

MacKillop Catholic College is committed to providing a caring, friendly, and safe environment for all students so they can learn and grow in a relaxed and secure atmosphere. If bullying does occur students should have the ability to report the incident and know there is a school process for actioning their concern.

The national definition for bullying in Australian schools is:

- Bullying is an **ongoing** misuse of power in relationships through usually **repeated** verbal, physical and/or social behaviour that is intended to cause physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more people. Bullying can happen in person or using digital or other technologies, and it can be obvious (overt) or hidden (covert).

- Bullying of any form or for any reason can have 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.

MacKillop Catholic College uses the national definition of bullying to develop a shared understanding among the whole school and wider community. It also recognises that not all conflict is bullying. It is important for schools to respond to any inappropriate behaviour between students and to ensure every student feels safe.

In accordance with the Australian Student Wellbeing Framework, all Australian schools should be learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential via:

- Leadership - visible leadership to inspire positive school communities

- Inclusion – inclusive and connected school culture

- Student Voice – authentic student participation

- Partnerships – effective family and community partnerships

- Support – wellbeing and support for positive behaviour

CONSEQUENCES

MacKillop Catholic College maintains effective school-based prevention and response strategies which address school bullying, comply with legislation, are guided by current evidence informed research and, are known by, and developed with and for, the whole school community.

An approach based on a contemporary understanding of bullying:

- acknowledges that the reasons for bullying occurring are complex

- recognises that positive change requires a comprehensive and long-term approach

- promotes a positive vision of a safe and supportive school community

- fosters student engagement, leadership and activism for changing social attitudes, prejudices and norms

- targets key development 'windows of opportunity' (i.e. Years 3-5 and the transition to secondary school)

- integrates and embeds concepts within the everyday curriculum

- challenges stereotypes about identity and behaviour

- incorporates critical reflection about social interaction and power

- supports professional learning for a long-term, integrated and sustainable pedagogical approach

- seeks to educate and support the broader community, particularly acknowledging the key role of parents/caregivers, and the role of bystanders, in supporting or challenging bullying behaviour.

MacKillop Catholic College demonstrate a safe and respectful school environment by ensuring:

1. a whole school approach to student safety and wellbeing is implemented and reviewed regularly

2. the school develops and promotes bullying prevention policies and programs as part of a school wide positive behaviour framework

3. the school has a leadership team that understands duty of care requirements

4. that staff model pro-social behaviour and intervene when they see bullying or anti-social behaviour

5. they value the expertise of student wellbeing staff

6. they have clearly defined roles and processes for responding to bullying

7. all staff have access to regular professional learning

8. incidents of bullying are addressed swiftly and consistently.

BULLYING RESPONSE FLOW CHART

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

First Hour Listen
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day One Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in Engage
- Notify parent/s that the issue of concern is being investigated

Day Two Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- **Make** sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day Three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day Four Implement

- Document the plan of action in Engage
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed\

Day Five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Engage

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Engage
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all student

Adapted from the State of Queensland Government (Bullying and school aged students, 2021) under a Creative Commons Attribution 4.0 International licence (CC BY 4.0)

SECTION C: STUDENT BEHAVIOUR DATA

Data Informed Decision Making

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

- To track and identify trends in behaviour
- To inform Tier 1, 2 and 3 support and intervention
- To determine appropriate consequences for repetitive undesirable behaviour
- To identify focus areas for upskilling staff in behaviour management
- To identify focus areas for universal Pastoral Care and SEL programming

Associated Documents for reference

Enrolment of Students in Catholic Schools	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Enrolment%20of%20students%20in%20Catholic%20schools.pdf
Student Anti-Bullying	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Student%20Anti-Bullying.pdf
Student Protection	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Student%20Protection.pdf
Student – ICT Acceptable Use	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Student%20-%20acceptable%20use%20of%20ICT%20and%20social%20media%20policy%20with%20agreements.pdf
Student Suspension and Exclusion	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Policies%20and%20Directives/Policies/Student%20suspension%20and%20exclusion.pdf
Guidelines for Early Identification and Intervention Referral Pathways	https://staff.cns.catholic.edu.au/dept/ADM/Shared%20Documents/Guidelines%20and%20Procedures/Early%20intervention%20and%20referral%20pathways.pdf

Relevant Cairns Catholic Education Policies

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

Relevant Legislation that informs CCE Policies

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

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Appendix A - 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 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	Harassment Bullying	Harassment is behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. Bullying involves the misuse of power by an individual or group towards one or more persons, **and** consists of an ongoing pattern of harassing behaviours.	Behaviours 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: may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.
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,

	Descriptor	Definition	Example
			ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

Using digital technology such as ChatGPT to create material that is not your own. |
| 11 | Technology Violation | Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer | Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images) |
| 12 | Drug-use or Possession | Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions | Cigarettes / ecigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment |

MAJOR BEHAVIOURS

MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**
13	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun, multi-tool containing knives.
14	Combustibles Use or Possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/ False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time