Student Behaviour Support

REGULATIONS AND GUIDELINES
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Foreword

These Regulations and Guidelines have been developed to clearly outline expectations in relation to the school-based implementation of the recently published Brisbane Catholic Education Student Behaviour Support Policy.

The development of the policy documents was in response to a review of the previous policy document, Management of Behaviour in a Catholic School (Brisbane Catholic Education 2000). The need to review the policy arose out of current developments in student behaviour support which are grounded upon evidence based effective practice. The policy documents have been revised with the intention of affirming effective practices already being implemented in our schools, while at the same time providing further challenges in light of gospel values and educational research.

The policy documents have been developed over a period of three years by members of a Taskforce in consultation with a Reference Group. Both groups were representative of school leadership teams. The draft documents have undergone an extensive consultation process over the past 18 months and have been edited according to the feedback received.

At the heart of the Policy is the development, by every school, of a Student Behaviour Support Plan which, on the one hand, reflects a consistent response from our community of schools, and on the other, is responsive to each school community’s particular context. Practical tools and resources will be presented online for school leadership teams to enable them to develop their Student Behaviour Support Plans.

The organisation of the chapters in this document offers an appropriate framework for schools in the development of their own Student Behaviour Support Plan. It goes a long way towards providing a common philosophical approach to Student Behaviour Support in our community of schools and highlights the essential elements for inclusion in those plans. I commend them to you.

David J. Hutton
Executive Director of Catholic Education
Archdiocese of Brisbane
1 BACKGROUND
Background

**Development of the Policy**

Our community of Brisbane Catholic Education (BCE) schools values an inclusive approach to student support. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

The *Student Behaviour Support Regulations and Guidelines* provide a clear indication of the requirements of schools (Regulations, Chapter 6) and practical information to school communities on the implementation of the policy (Chapters 1-5). These are based on current effective practices in our schools and communities and an approach to Student Behaviour Support that has its basis in current research. Where appropriate the *Student Behaviour Support Regulations and Guidelines* may also be made available to parents.

Content for the *Student Behaviour Support Regulations and Guidelines* has been informed by an extensive consultation process conducted throughout 2005-08 involving a wide range of Brisbane Catholic Education personnel including school practitioners, parents and students. Forums and web-based surveys were offered to enable participants to discuss their views and opinions on school discipline and how it might be better managed for the benefit of all members of the school community.

Research evidence and anecdotal school-based experiences suggest a wide range of causes of unacceptable behaviour and suggested strategies for improving it. The complex nature of unacceptable behaviour implies that there is no single overall solution which can solve all problems. The *Student Behaviour Support Regulations and Guidelines* focus on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with unacceptable behaviour.

We recognise the difficulties and challenges faced by teachers and related professionals in the field of education. We consider that progress is most likely to be made if our schools, as learning communities, are supported in establishing local solutions to local circumstances. It is clear that ‘solutions’ to unacceptable behaviour cannot be grafted from elsewhere onto a school’s own context and culture. Staff, students, parents/caregivers and others must be involved in key decision-making and have a stake in the processes and procedures adopted. The *Student Behaviour Support Regulations and Guidelines* feature key issues and principles which school communities consider when developing their own Student Behaviour Support Plans.

**Purpose of Education**

A shared value base is an important prerequisite for promoting positive behaviour and in responding effectively to discipline problems when they occur; values underpin practices. For example, studies on school discipline and behaviour support have consistently highlighted the close connection between the beliefs of the senior management team in a school and its exclusion rates. Schools where senior staff had a strong commitment to the social as well as the academic purposes of education have lower exclusion rates.
Learning abilities and life skills are both important and complementary, and children and young people should have opportunities to develop different kinds of abilities and experience success within multiple contexts. The experiences children and young people gain throughout their education must provide them with the life skills required to equip them to participate safely, purposefully and positively in an increasingly complex world. Schools have a key role to play in nurturing young people’s core skills to support them through childhood and in later life.

**Future of Schooling in Australia**

The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century was jointly signed by the States, Territories and the Commonwealth in 1999. It was a significant agreement that committed all Australian governments to a national framework for schooling and established cooperation between governments as the means to achieve the best possible results for all Australian students.

In 2007, the Council for the Australian Federation steering committee reviewed the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century and released *The Future of Schooling in Australia* report on the review. The report provides an excellent basis for a collaborative approach to promote high quality schooling across Australia, and identifies schooling priorities that reflect the contemporary expectations of society and the evolving needs of Australia’s economy.

A Statement on the Future of Schooling in Australia by the States and Territories proposes a new national framework for schooling and is based on the axiom that the quality and performance of teachers, schools, and jurisdictions are central to the life prospects of every student and to national prosperity. There are several goals contained within this new statement that directly address issues relating to social standards, community cohesion and behaviour. These are summarised below:

1. **A commitment to the future of Australia**
   The provision of high-quality schooling to all students is crucial in Australia in order to:
   - Promote social cohesion through sharing values and aspirations underpinned by knowledge and tolerance.

2. **A commitment to parents and the community**
   Governments and school education authorities commit to parents and the broader community that each school will:
   - Provide high-quality instruction in fundamental areas of curriculum for all school students
   - Have the capacity to tailor an education for the individual child
   - Plan assistance to help a student achieve in areas where they are falling behind, and extend them in areas of strength
   - Engage parents in planning their child’s progress through school and provide them with the necessary information to understand and contribute to their child’s achievement and to make informed decisions about future learning and employment
3. **A commitment to students**
As the Adelaide Declaration’s goals made clear, when students leave school they should:

- Have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others
- Have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members
- Have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives, and to accept responsibility for their own actions.

4. **A commitment to equality of opportunity**
Students must have access to and the opportunity to participate in high-quality schooling that is free from any discrimination based on gender, language, culture and ethnicity, religion or disability, and of differences arising from students’ socio-economic background or geographic location.

**Australian Catholic Education**

In the late 1990’s the National Catholic Education Commission detailed the challenges facing Australian Catholic Schools in the 21st century, stating:

*Catholic schools in Australia continue to respond to, and to serve, the needs of the parents who seek a Catholic education for their children. In the building up of Christ’s Kingdom and Australian society, Catholic schools play a deliberate and vital role. As explicitly acknowledged in The Catholic School on the Threshold of the Third Millennium (1997), ...“now, as in the past, the Catholic school must be able to speak for itself effectively and convincingly. It is not merely a question of adaptation, but of missionary thrust, the fundamental duty to evangelise, to go toward men and women wherever they are, so that they may receive the gift of salvation.”*

Catholic schools emphasise the contribution of education to the common good of the Australian community. Our community of schools values an inclusive approach to student support to enable students to remain at school and complete their studies. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values. As Catholic educators, we hold fundamental beliefs that are foundations to our work with students, parents and colleagues; and therefore we value:

1. **Our Catholic Christian tradition**
   We are a pilgrim people, journeying together, our story is never fully written, so our plans are never fully realised; we are constantly drawing upon our tradition and being called into new ways of growing and renewing ourselves as church and community.

2. **Dignity and justice for all**
   All persons are created equal and human dignity is inviolable. Our educational efforts should confirm the belief that everyone is unique, that individual distinctions enrich and enliven our world and that the individual has both rights and responsibilities.
3. **Catholic Christian community**
   A community in communion does not exist for itself but is empowered by the Spirit to be at the service of others; an evangelising and joyful presence in the world.

4. **High quality learning**
   Education shall impart in the learner a zest for life, the courage to tackle it, and a desire by students to use and extend what they learn. Critical judgement in different areas of learning should be developed by testing expression and performance against identifiable standards.

5. **Collaboration and subsidiarity**
   Catholic educators make use of a ‘shared wisdom’ in arriving at decisions and attempt to locate decision-making at the grass roots level where appropriate.

6. **Creativity**
   We look for creative, flexible, and future oriented responses that best address the needs of students, the local community, system, and government.

7. **Stewardship**
   Education should view individuals as moral beings, accountable for their decisions and responsible for their actions, with an ability to seek what is true and to do what is right.

8. **A mutual accountability**
   As an educational community, we report on the outcomes of our work and the degree to which our intentions are realised.

*(Brisbane Catholic Education Strategic Renewal Framework 2007-2011)*
Brisbane Catholic Education: A Vision for Student Behaviour Support

We believe that we are called to: Teach Challenge Transform – we educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised.
(Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2004)

Our Schools

Our schools are founded on the person of Jesus Christ and enlivened by the Gospel. We are committed to the development of schools which embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice compassion, and freedom.

Schools show this through:

- Practical expression of the Gospel message within and beyond their communities
- Their care for those within the school community, especially those experiencing disadvantage
- The extent to which students experience school as a place of hope and promise for their future.

Our community of schools is committed to the development of the whole person and the development of Catholic schools which:

- Provide loving, caring and secure environments
- Recognise the individuality and dignity of each student
- Foster life-giving relationships within the school community.

Schools reflect this in:

- The ways in which they foster the dignity, self-esteem and integrity of each person
- The quality of relationships within the school, and the pastoral care of each person
- The recognition given to the variety of learning styles of students
- Promoting inclusive practices related to race, socio-economic circumstances, culture, gender, religion, physical and cognitive abilities and mental health.
In each case, our support for students is grounded in a faith-centred environment which:

- Honours the dignity and uniqueness of students and enhances their formation as disciples of Jesus Christ
- Values the conscientious and collaborative efforts of students, parents and staff involved in the learning process in their school communities
- Communicates our Catholic faith throughout the learning process, through prayer, reflection, connectedness and the celebration of the giftedness of the students and staff in our schools
- Cares for the individuality and sacredness of human life
- Promotes an inclusive community.

Each day we welcome students into our Catholic schools to witness to Jesus’ call to stewardship. Our focus as educators is to implement effective learning and teaching strategies that are based on a professional understanding of child development and pedagogy. Our philosophy of inclusion is grounded in certain essential core beliefs about student learning for all students in Catholic Education Archdiocese of Brisbane. We believe that:

- All students should have an opportunity to learn to live and to contribute as responsible members of society
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts
- Students who have exceptional needs are more like other students than they are different
- An attitude of welcome acceptance and celebration of individual differences and unique gifts is to be encouraged and supported among students, parents and staff
- All students have the right to be treated with dignity.

Context Considerations

While support for students has always been the focus of Catholic schools, rapid and complex social changes are resulting in substantial uncertainty, insecurity and stress for families, in the community at large and among students in our schools.

The Australian Institute of Health and Welfare report *A Picture of Australia’s Children* published in 2005, is a national statistical report produced on the health, development and wellbeing of Australia’s children aged 0–14 years. It describes the profile of Australia in relation to the individual, family and societal factors that influence the health and wellbeing of children. Information is also provided on homelessness, literacy and numeracy, children as victims of violence, neighbourhood safety, and parental health and disability. These quick facts offer an insight into some of the communities our students come from:

- The percentage of children in the total population has been declining: in 1923, children made up over 30% of the total population; in 2006 the child population made up approximately 19% of the total population and is projected to be 18% by 2011
- Aboriginal and Torres Strait Islander children comprise 4.5% of the total child population
- Overseas-born children constitute 5.8% of all Australian children aged 0–14 years
- In 2003, there were approximately 320,000 children with a disability in Australia, accounting for 8% of the total child population aged 0–14 years
- 14% of children aged 4–14 years have mental health problems
- The majority of students (88% boys and 92% girls) met the national benchmarks for reading, writing and numeracy in 2001
- The literacy and numeracy rates for years 3 and 5 Aboriginal and Torres Strait Islander students were consistently lower than the national rates
- The detention rate for young people aged 10–14 years in juvenile justice detention centres declined from 9.5 per 100,000 in 1990 to 6.2 per 100,000 in 2003
- Boys were five times more likely than girls to be detained in detention centres
- During the period from 2000 to 2002, Aboriginal and Torres Strait Islander children between 10 and 14 years of age were detained at about 30 times the rate of other Australian children
- In 2003, 72% of Australian children lived in intact families and nearly 20% of children lived in lone parent families. A further 5% were in blended families and 3% in step-families. A small proportion of children (less than 1%) lived with grandparents.
- In 2002–03, 22% of children aged 0–14 years lived in low income households
- The rate of children who are placed in out-of-home care rose from three per 1,000 children in 1997 to five per 1,000 in 2004
- 17% of children aged 0–14 years lived with a parent who had a disability. Of these children living with a parent with a disability, approximately 90% lived with a parent whose main disabling condition was a physical condition and about 11% with a parent whose main condition was mental or behavioural disorder
- Most Australian children are growing up in families who felt safe in their neighbourhood
- Most families with young children in Australia had good family and social support networks and were able to get support in time of crisis, could ask for small favours and had regular contact with family and friends.

Life outside the school gate inevitably affects and influences the individual responses of students within our schools. Figure 1 is a conceptual framework for considering these influences and the relationships between external and internal community factors on behaviour.
Figure 1: Influences on Behaviour in Schools Framework
A systematic review of how theories explain learning behaviour in school contexts.

Irrespective of individual family or neighbourhood characteristics, all students are valued members of our Catholic school communities. We are committed to maximising opportunities to provide the most enabling environments for our students. Priorities 1, 2, 3, 4 and 5 of the Brisbane Catholic Education Strategic Renewal Framework 2007-2011, commit us as partners in Catholic education to address the diverse needs of students.

In order to achieve this goal our schools must provide high-quality student support. A well implemented local school Student Behaviour Support Plan, supported by Brisbane Catholic Education’s Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines, is an important factor in gaining students’ and parents’ confidence in a school and in attracting and retaining quality, motivated staff.

Learning and Behaviour
The philosophical focus for the Student Behaviour Support Regulations and Guidelines is centred on the purpose and outcomes of behaviour support, which are pedagogical and instructional practices that enable the production of effective learning behaviours. Powell and Tod (2004) suggest that:

“All too often (teachers) perceive behaviour management to be solely concerned with establishing control over disruptive pupils. Teachers continue to seek more and more strategies in the hope that they will be better able to cope with anticipated classroom disruption” (p.2).
Repeated surveys of Australian teachers have recorded their daily classroom experience in supporting student behaviour. It is not uncommon for teachers to report that they are facing increasing pressure to manage challenging behaviours and feel under-prepared to be ‘behaviour specialists’ (AEU, 2005, 2006, 2007). Over time, learning and behaviour have become separated from the teaching paradigm, contributing to a growing sense of helplessness for general classroom teachers. In these Student Behaviour Support Regulations and Guidelines, we will be concentrating on the end purpose of behaviour support: that is, securing effective learning behaviour. It is in this area – promoting learning behaviour through teaching – that the foundations for effective behaviour support in schools can be successfully managed.

We are fortunate to be able to draw on quality local research to inform our school behaviour programs in Australia. In 2002, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) established a Student Behaviour Management Project to provide advice to Ministers from each Australian State and territory on programs that exhibit best practice in addressing student behaviour issues. The research was conducted across Australian education sectors and states. The result was the development of a framework of guiding principles and practices to support the development of successful student behaviour support programs on a systemic, school, classroom and individual level in Australian education environments (De Jong, 2005). Seven principles were acknowledged as essential guides to developing and implementing an effective school behaviour policy:

1. Student behaviour needs to be understood from an eco-systemic perspective. (The behaviour of a student is understood to affect, and be affected by, the context and the behaviour of others)

2. Student behaviour support programs and practices must embrace a health-promoting approach to creating a safe, supportive, and caring environment

3. Student behaviour support programs and practices must embrace inclusiveness, which caters for the different potentials, needs and resources of all students

4. Student behaviour support programs and practices should incorporate a student-centred philosophy that places the student at the centre of the education process and focuses on the whole student - personal, social and academic

5. Student behaviour is inextricably linked to the quality of the learning experience

6. Positive relationships, particularly between student and teacher, are critical for maximizing appropriate behaviour and achieving learning outcomes

7. Effective student behaviour change and student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and interagency partnerships.

These seven principles also mirror many of the recommended areas for improvement nominated by school representatives, school personnel, including students and parents, in the Brisbane Catholic Education Student Behaviour Support: Consultation Report (2007). Feedback from consultation indicated that each group had general agreement that there was a need for Student Behaviour Support Regulations and Guidelines to:

- Emphasise Catholic ethos throughout policy documents
- Make explicit reference to diverse needs of students
- Strengthen the policy to practice pathway
- Support procedural requirements with clear, visual diagrams
• Use consistent language throughout all materials
• Focus on preventative and positive actions to support behaviour
• Reduce length of text, diversify information form (i.e. flowcharts)
• Provide links to legislation, policies and resources.

To assist in tailoring a practical and useful resource for school communities, the remaining sections of the *Student Behaviour Support Regulations and Guidelines* will provide links to additional information that supports the use of a positive approach, moving from whole school programs and systems for all, to the individual student level programs and systems for few, to highlight the multiple points of support. The positive behaviour support approach is able to accommodate all behavioural theories and practices provided they are able to align with the three key aspects of *systems, data* and *practices*. Figure 2 below illustrates features of the systems level approach.

![Figure 2: Positive Behaviour Support Systems Perspective](image)

In each level we suggest that school teams consider the following three dimensions when designing or reviewing all school Student Behaviour Support Plans:

1. **Practices**
   Are our interventions and strategies evidence based?

2. **Data**
   Do we use information to identify suitability, need for change, and effects of interventions?

3. **Systems**
   Do our supports enable the accurate and durable implementation of the selected practices? (Sugai and Horner, 2006)

Templates, checklists and hyperlinks to relevant resources will also be provided to support staff in implementing policy requirements.
3 DEVELOPING A STUDENT BEHAVIOUR SUPPORT PLAN
Developing a Student Behaviour Support Plan

**Collaboration and Communication**

Teachers, students and parents bring their own sets of personal beliefs to a school community. These beliefs affect their experience and influence their decisions and behaviour. It is unreasonable to expect that everyone will automatically or implicitly understand and share the same sets of beliefs. Different perspectives can contribute to a richly diverse social environment in each school; it can also, however, lead to misunderstanding and conflict that is personally and professionally confronting – forcing us to reflect on our own understanding of what we consider acceptable and unacceptable.

The first step in creating an effective whole-school Student Behaviour Support Plan is to develop a shared understanding about behaviour support in your school. The following basic flowchart is based on current best-practice research (Horner & Sugai, 2004) and provides a suggested pathway to achieve this important outcome.

1. **Outline the Goal**  
   (i.e. collaborative development of a Student Behaviour Support Plan)

2. **Establish a Team**  
   (Representatives from staff, parents and community)

3. **Establish a Decision Making System**  
   (e.g. Data-based rules)

4. **Gather Strategies and Prioritise**  
   (i.e. develop a school action plan)

5. **Match intervention levels to intensity of problems**  
   (Maximise effectiveness of existing programs)

6. **Regular Reporting**  
   (i.e. establish data review periods)

**Flowchart 1: Collaborative Development of a Student Behaviour Support Plan.**
Three-dimensional Approach to Prevention

Consider student behaviour as occurring along a continuum, much like that of academic achievement. The majority of students will require minimal support or assistance to achieve academic success, some students require additional instruction to achieve set goals, and a few students will require more intensive levels of support to make academic progress.

Similarly, in behavioural development some students will require minimal support or instruction to demonstrate high standards of socially appropriate behaviour, and others will require intense levels of support to achieve desired behavioural outcomes.

Regardless of the behavioural theory or foundation that you use to inform the development of your school behaviour policy, the three-dimensional prevention logic can be useful as an organiser to develop your practices, review your data and establish effective systems of support.

The three dimensional prevention logic is comprised of dimensions I (all students – 80%), II (some students – 15%), and III (few students – 5%), uses explicit and systematic instruction to address or to prevent behavioural errors and to bridge the gap between students who struggle with self-regulation and those who are able to easily adapt to behavioural expectations and standards. It should be noted that the three-dimensional model is a continuum where students enter and exit levels as needed, the individual capacity of students will vary across time, settings and situations (Coyne, Kame’enui, & Simmons, 2004).

Figure 3 below demonstrates the three-dimensional Whole School Approach Model.
Dimension I – For all
Programs and systems (i.e. curriculum) focus attention on the set of social skills all students are expected to display. At this level attention is focussed on school-wide expectations, rules, and procedures, as well as the lesson plans used to teach them. The provision of whole of school or cohort programs establishes common student knowledge of behavioural expectations and processes through general programs of social skills and self-understanding for the purpose of learning. Students engage in reflective learning exercises that encourage and promote positive social interaction that is modelled by their teachers, the staff of the school and their peers.

Dimension II – For some
Programs and systems attend to interventions that are easy to administer to small groups of students, and which require limited time and staff involvement. At this level interventions include social skills groups, group counselling, or mentoring programs.

Dimension III – For few
Programs and systems focus on meeting individual needs; and the characteristics of individual students and specific circumstances related to them (e.g. differences in the severity of behaviour, complexity of environment) dictate a flexible, focused, personalised approach. While the vast majority of students respond to minimal external intervention, a student’s behaviour may require strategies that involve a range of personnel and expertise to support their classroom teacher in achieving success with interventions.

Developing a School’s Student Behaviour Support Plan
Each Catholic school community will develop a Student Behaviour Support Plan and implement procedures for a whole-school approach to support student behaviour in a Catholic school environment, involving all groups in the school community. The Student Behaviour Support Plan is to be consistent with the school’s Strategic Renewal Plan. The plan will reflect the shared values and expectations, which will guide the school’s approach to supporting student behaviour and maintaining the supportive Catholic school environment. The plan will:

- Incorporate the defining values and characteristics of a Catholic school
- Incorporate a profile of the school community
- Clearly articulate an agreed student code of conduct based on the Christian values of love, respect, equality and concern for the wellbeing, rights and dignity of all members of the school community
- Outline procedures for applying fair consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent step of exclusion which is only considered when all other approaches have been exhausted or rejected
- Outline the roles, rights and responsibilities of all school community members
- Outline procedures for documenting and managing instances of serious breaches of the code of student conduct, including bullying, truancy, harassment, violence, theft and drug-related matters, in compliance with relevant legal requirements and BCE policies
- Be published, promoted and available to all members of the school community - students, parents/caregivers and staff.
Variations in school cultures, student backgrounds, parental expectations, legal implications, and the like compel a school to manage each case of serious misbehaviour based on particular features. Each school community will review its Student Behaviour Support Plan within the context of the School Cyclical Review. Effectiveness of the Student Behaviour Support Plan will be evaluated in terms of:

- The quality of the schooling experience for the full range of students; and
- Improved access, participation and educational outcomes for disadvantaged groups.

Data will be recorded by each school to demonstrate the effectiveness of the school’s Student Behaviour Support Plan. Such data will include serious breaches of the student code of conduct, the levels of bullying, truancy, absenteeism, violence, harassment, theft, drug-related matters, suspensions and exclusions. It may be appropriate for particular school communities to document additional information, for example vandalism, in order to plan responses.

Each school community works collaboratively within the Catholic ethos, recognising the partnership between staff, parents/caregivers and students that is necessary to develop a student’s self-regulation and self-discipline. This is consistent with the establishment and recognition of a Student Behaviour Support Plan for each school, in alliance with the Brisbane Catholic Education’s Student Behaviour Support Policy.

Developing a Student Behaviour Support Plan does not necessarily require the introduction of new programs. Wherever possible the collaborative team responsible for designing and implementing the school plan should firstly audit existing programs for their suitability, effectiveness and strength. The template provided in the online Supporting Documentation for School Leaders can be used as a tool to review your existing programs and identify any gaps that may exist, for example:

1. **Practices**
   - Are our interventions and strategies evidence based?

2. **Data**
   - Do we use information to identify suitability, need for change, and effects of interventions?

3. **Systems**
   - Do our supports enable the accurate and durable implementation of the selected practices? (Sugai and Horner, 2006)

**Legislative Frameworks**

School communities need to model and practise fair, equitable and non-discriminatory language and behaviours, and use safe and legal procedures. School communities are responsible for:

- Providing a supportive Catholic school environment through planned activities and programs
- Developing a plan for effectively managing behaviour within the supportive school environment
- Regularly monitoring and reviewing the plan and its implementation, and measuring specified outcomes
- Ensuring school staff are appropriately trained in knowledge and use of the plan.
Adherence to the federal and state legislation as it applies to school policies and procedures is a core responsibility of each school community. The *Brisbane Catholic Education Student Behaviour Support: Consultation Report (2007)* feedback clearly established the desire of school communities to be made aware of relevant legal accountabilities and be provided with links for further consultation. It is essential that school principals ensure that all school practices and documentation reflect the legal standards outlined in the following Acts and Regulations:

*Education (General Provisions) Act 2006 (QLD)*

*Education (General Provisions) Regulation 2006 (QLD)*

*Disability Discrimination Act 1992 (C’th)*

*Anti-Discrimination Act 1991 (QLD)*

*Child Protection Act 1999 (QLD)*

*Commission for Children and Young People and Child Guardian Act 2000 (QLD)*

*Freedom of Information Act 1992 (QLD)*

*Criminal Code Act 1899 (QLD)*

It is also strongly recommended that school leaders become familiar with the text by Stewart, D & Knott, A. (2002) *Schools, Courts and the Law. Managing student Welfare*. Prentice Hall: NSW. This invaluable and practical resource offers constructive advice to help alleviate demands associated with developing lawful policies and practices. The text includes:

- Activities which may be implemented in your school
- Background facts
- Case summaries
- Critical comment
- Hints for best practice
- Legal Issues
- Reflective questions

Where possible, complex legal terminology and concepts have been simplified, and important terms have been highlighted and included in the Glossary.
4 POSITIVE INTERACTION
Positive Interaction

The relationship between in-school behaviour, social support and members of the school community is clearly substantial. This supportive school environment, in turn, is linked to learning and teaching practices and outcomes. Therefore, it is important for school leaders and teachers to create positive learning opportunities to engage their students and to meet learning and teaching outcomes. The supportive Catholic school environment is one where:

- School practices reflect gospel values and in particular all members of the school community are valued and treated with dignity and respect
- All members of the school community feel safe
- Spiritual, emotional, social, physical and academic learning outcomes are maximised for all through quality practices in the areas of religious experiences, pastoral care, curriculum, interpersonal relationships and the ethos of the school
- Pastorally caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community.
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

The following dimensions and features of student support are expected practice in our schools:

**Positive Relationships**

In the school’s daily and routine life, the ways in which people interact with each other significantly affect each person’s sense of self-worth, belonging and wellbeing. The fostering of high-quality interpersonal relationships among teachers, students, parents and support staff is a responsibility shared by everyone. Teachers in particular set the tone and priority of student support by their witness and example. Teachers need to be known as caring, compassionate adults who take an interest in the lives of their students and who set appropriate boundaries within those relationships.

Strategies for building quality relationships include:

- Personal Development and Social Skills programs
- Mediation, conflict resolution and restorative practices
- Awareness of and adherence to appropriate personal boundaries

Teachers are to be mindful that when relating to students, the use of any kind of negative coercion or humiliation is unacceptable. Those working in child-related occupations must always be aware that their interactions with students are based on a special trusting relationship, and that those relationships are open to intense scrutiny.

**Pastoral Relationships**

The development of pastoral relationships is indicative of a supportive Catholic school environment. There is the opportunity for proactive synergy in aligning the school’s pastoral programs, student behaviour support approaches, social justice practices and the curriculum. Figure 4 provides an overview of pastoral relationships in our schools.
Pastoral programs should not be considered in isolation, but in combination with the fundamental beliefs, values and intents of key support documents such as the *Catechism of the Catholic Church* (2002), Brisbane Catholic Education’s Strategic Renewal Framework 2007-2011; Learning Framework (2002) and Brisbane Catholic Education Guidelines Living Life to the Full: Personal and Social Development Education (2005), which provide a set of underpinning principles to assist the development of each school’s personal and social development program. These guidelines communicate the vision, purpose and principles for personal and social development education.

Pastoral programs represent a specific and planned means of helping students to value themselves and to experience wellbeing. Strategies for a pastoral curriculum should include programs for:

- Promoting a positive self-image, personal development and social relationships
- Moral development
- Vocational awareness
- Gender and Sexuality
- Anti-bullying and harassment
- Health and personal safety
- Drug and alcohol use prevention programs
- Truancy prevention and lateness to class
- Dealing with grief and loss
- Management of critical incidents including drug related incidents and police investigations
- Restorative Practices/Restoring Relationships
- Others

It is expected that schools:

- Promote connected approaches to child safety, personal and social development and resiliency of students within pastoral care programs
- Develop and implement professional learning strategies to assist staff in meeting the needs of students from culturally diverse and minority backgrounds
- Strengthen the capacity of staff to monitor and address a range of diverse student needs - refer to *Supporting Documentation for School Leaders*
- Develop and implement processes that actively support out-of-home, marginalised and disengaged students and their families
- Explore with other diocesan agencies and community service providers models that respond to the needs of students and their families.
Comprehensive and Inclusive Approaches to Learning and Teaching

The provision of a comprehensive and inclusive curriculum is inextricably linked to high quality student support. In the light of changing educational priorities, the economic climate and employment prospects for many of the nation’s young people, each school’s curriculum provision needs to be comprehensive and of the highest quality so that students gain the competence, confidence and right to participate in the cultural and productive life of society. Such curriculum provision is essentially concerned with deeper understandings of:

- How individual students learn
- Improvement in the quality and effectiveness of learning and teaching
- Fair and just assessment procedures

In disorderly situations, children cannot concentrate, teachers cannot teach and classroom time is lost. This compromises the individual’s right to learn and their social and emotional wellbeing. Research clearly illustrates that improving the quality of learning and teaching drives improvements in the standard of student behaviour.

Supportive School-Family Relationships

For the majority of students, the family unit and the school are among the most formative influences in their lives. It is therefore essential that relationships of trust, cooperation and partnership be developed between the school and family members, and that school personnel always respect and are sensitive to, diverse cultural values and family structures.

The Brisbane Catholic Education Parent Partnership and Participation Policy (2005) document states that:

“Catholic schools are founded on Christ and are at the service of students, the church and society.”

Parents are recognised as having the primary role in the education of their children. The home and the school have distinct and overlapping roles in relation to the education of children.

Catholic schools therefore have a responsibility to engage and support parents/caregivers in active partnerships and participation in the life of the school community. This relationship needs to be based on mutual respect and as such it is expected that parents/caregivers at the point of enrolment are made familiar with the school’s Student Behaviour Support Plan and relevant policies in place at the school.

Strategies for school-family relationships could include:

- School support in times of crisis and instability
- Genuine consultation and involvement in processes
- Public awareness programs

While student support initiatives must respect the privacy of students’ lives, many students and their families actively seek the school’s support in times of crisis and instability. Within the limits of its resources and expertise, a school committed to the total wellbeing of its students would endeavour to provide this intensified support.
The online Supporting Documentation for School Leaders provides a checklist for monitoring family-school engagement and can assist in the development of an effective action plan tool for revising existing school behaviour policies and practices.

**Formation in Self-Discipline and Responsibility**

Student support in Catholic schools is vitally concerned with the fostering of students’ self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. Student support should also help students to recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

Student Behaviour Support Plans, which include a code of expected student conduct and sanctions, are intended to promote the good order of the school community, and as such they are positive concepts. They should be aids to the fostering of self-discipline and responsibility, so that students progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good.

Strategies for formation in self-discipline and responsibility include:

- Aligned student support plans, code of expected student conduct and sanctions
- Positive concepts to promote the good order of the school community
- Aids to the fostering of self-discipline and responsibility
- Progressive growth in capacity to exercise moral judgement and democratic values
- Code of conduct for travelling on public transport
- Explicit teaching of appropriate behaviours.

**Effective Networks of Care**

Student behaviour support is the responsibility of every member of the school community. A partnership and shared responsibility among staff, students, and family members is an integral feature of pastoral care. There are many resources within the school and wider community for student support in schools, including student services’ personnel, church groups, family support services, respite care and health services. It is important that schools ensure that all support services are identified, and that strong links are established with all the agencies that may be able to support students in need.

These could include but are not limited to:

- Guidance Counsellor
- Student Services Personnel
- Campus Minister
- School Pastoral workers
- Youth Support Coordinators
- Church groups and family support services
- Respite care
- Interagency- e.g. Child & Youth Mental Health Service, Department of Child Safety, Queensland Health services
- Alternative education settings - e.g. Pathways, flexible schooling.
**Organisational Structures**

The effectiveness of student behaviour support in a school is directly related to its structural and organisational arrangements. In primary school, the class teacher takes the primary responsibility for the daily care of the students. In secondary school, this role is shared more broadly. Timetabling and administration can significantly enhance the climate and experience of student support, particularly when such arrangements are flexible and responsive.

Some aspects of student support require the establishment of specific structures and organisational arrangements, for example, home groups, parent liaison and student counselling. If the ideals of student support are to be achieved, pastoral structures must be collaboratively constructed, well co-ordinated, adequately resourced and subject to ongoing evaluation.

**Commitment to Justice and Service**

Social justice is the process of ensuring that educational outcomes for all students are maximised, taking full account of factors such as religion, cultural background, gender, sexual orientation, sexual identity, socioeconomic circumstances, and levels of ability.

Social justice involves identifying and eliminating barriers that hinder students’ participation and achievement. Curriculum, interpersonal relationships and school organisational practices need to accommodate the diverse characteristics and experiences of students in a pluralistic society.

Christ-centred communities challenge the notion of inequity by:

- Providing a safe and supportive environment through pastorally caring practices
- Fostering non-aggressive, non-coercive and non-discriminatory language and behaviour
- Setting realistic expectations for all students.

Within the freedom of options available to schools with their respective student behaviour support philosophies, schools need to ensure that the approaches taken uphold and sustain the *Brisbane Catholic Education Justice Education Policy (2002)*, which fosters the values of mutual respect, responsibility and service within the community. A commitment to democratic processes, cooperation and concern for the common good are principles which students are progressively encouraged to emulate in their relationships with others.

A school community needs to respond with increasing sensitivity to the social and cultural diversity of its members. Through student support, the school will promote respect and support for diverse family structures, different ways of giving expression to Christian faith, and awareness of cross-cultural issues. While justice, grounded in Christian faith, is essentially communal in its character and orientation, its realisation does not preclude or diminish respect for the rights and needs of individuals. In this context, student support in Catholic schools plays an important role in ensuring that the school’s policies and practices respect the dignity, rights and fundamental freedoms of individual students. Also, it seeks the provision of learning opportunities for individual students, which are responsive to their unique needs for growth and fulfilment.
5 PROCEDURES FOR RESPONDING TO PROBLEM BEHAVIOUR
Procedures for Responding to Problem Behaviour

Catholic schools strive to create environments which are supportive of all individuals. Our schools strive to enhance a sense of belonging and demonstrate a caring concern for the wellbeing of all of their members. However, every school has some students whose ability to respond appropriately to school expectations requires serious school action. These behaviours may be characterised as persistently disruptive to the learning and teaching program, chronically disrespectful of school rules and codes of conduct, or harmful to the wellbeing and security of its members. In this context, pastoral care in Catholic schools ensures that disciplinary measures and sanctions are not approached as punitive actions. There are concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and breaches of order.

Longitudinal studies provide outcome data that indicates, without successful intervention, students who experience chronic school behaviour issues will face major long-term adjustment problems as adults (Sprague and Walker, 2000). For example, early school leaving is a common outcome for this group of students, due to self-initiated school absences or through school disciplinary action (suspension or exclusion). Failure to complete secondary school places them at a significant disadvantage to their same-age peers.

Young people who leave school before Year 12 face a number of potential hardships. Past research has shown that, compared with high school completers, relatively more early leavers are unemployed and those early leavers who do succeed in finding work earn less money than completers.

Early leavers are also more likely to receive government assistance than completers who do not go on to university or further study. Changes in the Australian economy place early leavers, particularly those without post-school qualifications, at greater risk of low income, unemployment and dependency on government welfare (Lamb, Walstab, Teese, Vickers and Rumberger, 2004).

Supporting students with severe and chronic problem behaviour is a difficult and often emotionally strenuous area of work for school staff. It is a particularly important area for us to carefully consider in relation to staff as the impact of severe and chronic problem behaviour in schools can be measured in:

- Teacher stress
- Occupational health and safety issues
- Teacher burnout
- Job turnover (Murik, Shaddock, Spinks, Zilber and Curry, 2005).

School-based interventions and supports for this group of students need to be systematic, intensive and continued throughout their school life. Effective use of preventative systems of student behaviour support, such as those we have discussed earlier, will provide more resource opportunities for this to occur. Preventative systems also provide strong support for intensive intervention programs by maintaining a consistent behavioural environment.
Proactive Strategies for Promoting Better Behaviour

Five strategies are supported by current research as effective approaches to reducing challenging behaviour (Lewis and Sugai, 1999):

- Social skills training (direct teaching of social competencies)
- Academic and curricular restructuring (adapting curriculum to meet need)
- Proactive management (preventative teaching)
- Individual behaviour interventions (individualised assessments/programs)
- Parent training (teaching parents positive support skills)

See online Supporting Documentation for School Leaders for detailed suggestions.

School staff have the knowledge and skills to deliver most of these strategies recommended for reducing challenging behaviour in schools. Schools can remain focussed on teaching and deliver programs for the majority of students in a school community. Additional resources, knowledge and skills exist within BCE services to augment school-based programs for students with severe and chronic problem behaviour.

Appropriate Staff Student Contact

CORPORAL PUNISHMENT IS EXPRESSLY PROHIBITED IN ALL CATHOLIC SCHOOLS. Our schools are committed to non-violent management of student behaviour. Actions that involve the deliberate application of force to cause harm to a student are unacceptable and must not be employed. Any such use of force would represent a breach of Brisbane Catholic Education’s Student Protection Policy (2005) and the Catholic Education Archdiocese of Brisbane Employee Code of Conduct (2008) and may constitute a criminal offence of assault by the person administering the force. https://staffportal.bne.catholic.edu.au/docushare/dsweb/Get/Document-13903/Code+of+Conduct+for+BCE+Employees+%2812%29+080604.doc

There are instances where physical contact is a necessary part of the learning and teaching process. Brisbane Catholic Education employees must exercise caution to ensure that this contact is appropriate and acceptable for the duty being performed. Whether or not an action is acceptable will depend on the age, maturity, health and other characteristics of the student. Employees should always be aware of any behaviour management or individual plans in place for a student.

Instances where physical contact may be seen as necessary and appropriate include:

- Where such actions are necessary for first aid administration
- Comforting a distressed student in a non-intrusive manner, such as a pat on the shoulder
- Guiding the student in a non-threatening manner, e.g. in the case of sporting instruction
- Tapping a student on the shoulder to gain their attention, where verbal requests have been unsuccessful
- Protecting a student from imminent danger to self or others.
The following practices are unacceptable:

- Using an object, such as a ruler, book, duster, chalk or whiteboard marker, etc, to gain a student’s attention
- Restraining a student for any purpose other than to prevent a student causing imminent harm to self or others (such practices should be a last resort and only after risks have been assessed - refer to the Catholic Education Archdiocese of Brisbane Employee Code of Conduct (2008) https://staffportal.bne.catholic.edu.au/docushare/dsweb/Get/Document-13903/Code+of+Conduct+for+BCE+Employees+%2812%29+080604.doc
- Hitting or kicking a student
- Pushing, pulling, shoving, grabbing, pinching, shaking or poking a student

The principles of the Brisbane Catholic Education Student Protection Reporting Processes (2004) state that:

- All adults have a responsibility to care for children/students, to positively promote their wellbeing and to protect them from any kind of harm
- Every child / student has a right to protection from harm
- The welfare and best interest of the child / student are paramount
- Sexual, physical, psychological or emotional harm to children / students by persons in positions of trust and authority is a serious matter.

The Student Behaviour Support Regulations and Guidelines describe emotional and/or psychological abuse as behaviour that can destroy the confidence of a child or young person resulting in significant emotional harm or trauma. Consideration should also be given to children or young people's physical state. Whatever philosophy or process is in place at a school, it should not in any way contravene the Student Protection Policy.

**Formal Sanctions**

The purpose of formal sanctions is to reduce the number of detentions, suspensions and exclusions; to reduce the frequency of adverse behaviour and to build positive relationships. Formal sanctions are available to schools through the Brisbane Catholic Education’s Student Behaviour Support Policy. These are:

- Detention
- Suspension
- Exclusion.

It is an expectation that formal sanctions are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action should appropriately balance the best interests of the student and the security and safety of other members of the school community. Re-entry consultation will be taken with the student to provide corrective feedback and restorative planning following segregation. Round table discussions and ongoing evaluation will be done in collaboration with all available support networks.
The *Student Behaviour Support Regulations and Guidelines* specify certain processes, which must be followed in each case of formal sanctions. The processes are laid down by Brisbane Catholic Education. They are intended to achieve the following objectives:

- 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/caregivers of the student informed and, if possible 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 keep the right of other students to learn without unacceptable disruption
- To ensure that sufficient and accurate documentation of disciplinary action is made and kept
- To indicate sources of assistance for schools
- To adhere to legislative provisions about authority to act and about accountability and review
- To provide the school community with an explicit statement of disciplinary sanctions and procedures; and
- To protect Brisbane Catholic Education and its schools against charges of proceeding improperly.

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been fully informed about the school’s Student Behaviour Support Plan and code of student conduct
- Teachers are fully conversant with the school’s process for formal sanctions
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified
- Adequate consultation has occurred with all appropriate stakeholders to best support the student.

For students with high support needs:

- Action is taken to review the implementation and efficiency of educational adjustments and behavioural plans
- Advice is sought from case managers in advance of any actions.

The *Student Behaviour Support Regulations and Guidelines* make clear that, in every case where formal disciplinary sanction is under consideration, the impact on the student’s education and wellbeing must be carefully assessed. The more serious the sanction under consideration, the more carefully must the school assess whether all other reasonable steps to deal with the situation have been taken and whether the proposed action is in fact in the best interests of the student and the school.

The *Student Behaviour Support Regulations and Guidelines* should be read in the context not only of *Brisbane Catholic Education Student Behaviour Support Policy*, but also of the school’s own Student Behaviour Support Plan. The *Student Behaviour Support Regulations and Guidelines* may help schools to review or even frame their support plan, and ideally the points noted above can be used to create a school-site specific checklist for formal sanction procedures.
Rules and sanctions within Student Behaviour Support Plans should clearly recognise pastoral care as the distinctive feature from which the ethos of the school emerges.

They:

- Are cooperatively formulated, positive in orientation and purposeful
- Are just and reasonable and convey a sense of forgiveness
- Encompass a range of options that are related to the misdemeanour
- Are supportive and enforceable
- Contribute to the development of justice in the school
- Foster responsibility for actions
- Positively contribute to changing, healing and restorative practices.

An authentically pastoral formulation of rules and sanctions also will take into consideration:

- The age and stage of development of students
- The capacity of students to understand what is required of them, and why
- The particular circumstances of life the student is currently experiencing
- The need for the adequate supervision of students
- The implications of various policy options for the physical and psychological wellbeing of students
- The implications of various policy options for the legal rights and responsibilities of teachers
- The degree and extent to which parents/caregivers have been informed of the student’s progress.

Detention

The principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff. The use of detention as a method of managing student behaviour shall be at the discretion of each school. In the event a school employs detention as a method of discipline, it must ensure the following:

- It is an appropriate method of discipline
- That the detention itself is age-appropriate and that the student is adequately supervised for the entire period of detention (what is adequate will depend on the student’s age, stage of development, and any special needs)
- The student’s safety and welfare needs are being addressed. The student is given appropriate access to food, access to drink facilities and access to toileting facilities
- Where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student’s travel from school to home.
Detention Definition
A ‘detention’ is any relatively short period when a student is:

- Required to remain at school, or in a particular classroom, in student’s ‘non-class’
time (recess, lunchtime, recreation time, after school) or
- Excluded from normal classes, or from a particular class or activity, pending
negotiated conditions for re-entry (time-out).

Detention Purpose
While the word ‘detention’ is used, the form of detention that is used in schools is not
related to formal detention centres / systems. The opportunity exists during a detention to
use that time to repair relationships, use restorative practices, make plans for appropriate
behaviour, and rehearse alternative behaviours. The processes associated with detention
are also used in this document to refer to other legitimate school practices such as the
‘Responsible Thinking Process’ so that they have a ‘consequential’ rather than punitive
nature. A detention should be constructive and age-appropriate. It can signal to a student
that their inappropriate behaviour will be met with an immediate consequence. Detentions
can be a deterrent to problem behaviour. A student could be delayed from enjoying
pleasant recreational activities (recess, lunchtime, recreation time or after school) or from
participating in normal classes (time-out or time-in). At a more serious level, ‘time-out’ from
the classroom may be a form of ‘in school suspension’ in another classroom or under the
supervision of a member of the leadership team or another staff member.

Detention Guidelines
A member of the teaching staff or school leadership team must supervise detentions. Where
students are detained at school before or after school hours, it is necessary to notify parents/
caregivers and give adequate notice. If detention will jeopardise a student’s safe transport
home, it is appropriate to postpone the detention until alternative arrangements can be
negotiated with the student’s parents/caregivers. The guidelines for detentions should be
explicit in the school’s Student Behaviour Support Plan. Where detention involves out-of-
class time, the following should be noted:

- Detention should be one stage in an explicit support plan involving fair warning
systems that all students and their parents/caregivers understand. The procedure
and the organisation of the procedure should be well thought out beforehand
- The detention place or room should be reasonably comfortable and appropriate
to the activity planned. It should not be so public that it calls attention to the
student (such as outside the principal’s office)
- A detention room should not be regarded as a punitive environment
- The student should be readily observable and supervised by a member of the
teaching staff or school leadership team
- The student should understand that return to class is contingent on a negotiated
agreement to behave in an appropriate way
- Time-out will not be effective if the student does not want to return to class or
views time-out as an escape from an undesirable situation. The purpose may also
be to relieve the teacher and other students
- Interaction between a student and the supervising teacher should be emotionally
neutral; the aim should be for the student to devise a plan that negotiates
readmission to class.
Use of Consequences and Sanctions

Consequences for problem behaviour should be determined by individual need and situation. The initial consideration is: does the behaviour require a consequence? If so, what effect will the consequence have now and over time?

- Consider that predetermined consequences may be ineffective and incompatible with cause of the problem behaviour. It is also logical to consider whether consistent responses may prove problematic when they do not help the student to use more appropriate behaviours at any given moment.
- When possible, ignore the problem behaviour while establishing future instructional situations to teach the alternative behaviour. Provide immediate, powerful, and consistent reinforcement when you see the student behaving more appropriately.
- Consider whether the consequence is instructive or only suppressive. Does the consequence actually help the person to learn an alternative behaviour the next time the same or a similar situation arises?
- Do not assume ineffective consequences will become effective if used long enough or if strengthened. If individual needs are not met, the behaviour will likely continue.

Continue to gather ongoing assessment information to understand the conditions under which behaviour occurs and does not occur. Understanding the conditions under which behaviour occurs can help shift the focus to prevention and instruction and reduce the need for consequences which serve as punishment. Shifting away from reliance on negative consequences to addressing problem behaviour is difficult. On a broad level it will require ongoing examination of some well-established educational practices. On a personal level it will require individual reflection on our own behaviour. Both can result in a more appropriate use of consequences to build skills with long-term utility for students.

Suspension

The principal of a Brisbane Catholic Education school may suspend full-time or part-time a student from that school for a period up to 10 school days or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the principal believes poses an unacceptable risk to members of the school community. A suspension could take place in school or out of school.

In the event of the absence of the Principal from the school, the Acting Principal has the same authority to suspend. The Principal may delegate this authority to members of the school’s leadership team such as Deputy Principal, Assistant Principal Administration, Assistant Principal Religious Education, Heads of Campus, etc.
Suspension Definition
Suspension is the temporary, full-time or part-time withdrawal of a student’s right to attend school and school related functions for a defined period of time:

- Any single suspension cannot exceed ten school days without being referred to the Deputy Executive Director
- Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days
- By mutually agreeable arrangements, a student’s enrolment may be suspended whilst the student attends an alternative education program.

Suspension may occur if so decided by the school Principal after he/she has:

- Ensured that all appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that all appropriate support personnel available, within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension
- As far as practical, provided to the student and/or parent/caregivers a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future
- Recorded all actions taken in appropriate school files or BCE database.

Principals may suspend, consistent with these procedures, where behaviour includes:

- Persistent non compliance - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended
- Persistent disruption - Students who persistently disrupt and prevent the learning and teaching of others may be suspended
- Breach of school’s Code of Student Conduct - Students who seriously breach the school’s published rules and regulations may be suspended.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons or illegal drugs.

Principals may suspend immediately any student whose behaviour includes the following:

- Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE’s Administration of Medication to Students Guidelines and Dealing with Drug Related Matters)
• Violence or threat of serious physical violence - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.

• Possession of a weapon - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

Suspension Purpose
Suspension is imposed as a disciplinary measure and for no other reason. The purpose is to:

• Signal that the student’s present behaviour is not acceptable
• Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour
• Establish a negotiation process for the student’s re-entry to the school, based on the student’s achieving some explicit goals related to improved behaviour
• Ensure that the student’s parents/caregivers are aware of the seriousness of the student’s unacceptable behaviour and are involved in the process of negotiation for re-entry
• Protect the right of staff to work in a safe and professional environment and the right of other students to learn without being unduly disrupted or put at risk.

A school is not obliged to provide a student with schoolwork during suspension. It is recommended that principals provide such work, however, if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Parents/caregivers need to know that their child may not attend school and school-related functions and that they have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school) the Principal should inform the Area Supervisor, who may approve an alternative intervention.

Suspension is not to be used as punishment for poor attendance. Re-admission procedures should be formally stated in the school’s Student Behaviour Support Plan, and need to be reinforced.

Suspension Procedure
The processes associated with suspension are often subject to close scrutiny. It is important therefore that all processes be carried out in a way that conforms to the Student Behaviour Support Regulation and Guidelines, with accuracy and attention to all aspects of the process.

Suspension documentation for a full day or longer:
• As soon as practical after a day or longer suspension takes place, the Principal will ensure a report is written on the background and reasons for suspension, with the period of suspension clearly specified. A copy of the Principal’s letter to the parents/caregivers should be attached to the report. Copies of the report and attached letter should be placed on the school file and placed in the student’s file. For less than a day suspension, a note should be made in the student’s file. For a suspension of one or two days, reporting remains in the school. For a suspension of longer than two days, Principals should notify the Area Supervisor.
Student Information Database Entry:
- A student information database is currently in development. When it is completed, the Principal will arrange for details of the suspension to be entered into the Student Information Database. The suspension data will be held in Brisbane Catholic Education’s database. The system will generate automatic templates for the Principal to use in compiling a report and sending a letter to parents/caregivers. A copy of this may be sent to the Guidance Counsellor and the Area Supervisor. The Principal may ask the Guidance Counsellor for assistance in re-entry procedures.

Suspension Decision
The Principal will inform the student and parents/caregivers of the grounds on which suspension is being considered. The student and parents/caregivers will be given the opportunity to respond:

- Where possible, the student/parents/caregivers response should be considered before a decision to suspend is made.
- Where deemed appropriate, the Area Supervisor will be advised of the decision to suspend by the principal.
- When relevant and appropriate, the Parish Priest may also need to be advised by the Principal.
- The decision to suspend must be taken by the Principal or authorised delegate.

Notification to Parents/Caregivers for a day or more Suspension
- A student will not be sent out of school before the end of the school day without notification being made to a parent/caregiver and, if necessary, agreement reached about arrangements for the collection of the student from school.
- Though interviews may take place by phone, notification of suspension must be made to parents/caregivers in writing. An oral communication, even face-to-face, is not sufficient in itself. The letter must be delivered by some safe method; the onus of proof of the delivery rests with the Principal. The use of a child messenger is not always considered to be a reliable way of forwarding the letter. It is often useful to telephone the parents/caregivers and to follow up the phone call with a letter.
- In all cases, the notification will:
  - Indicate the reasons for the suspension
  - Advise the length of the suspension, the expected return date, and the conditions to be met to enable return
  - Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension
  - Request a parental conference at the school (the school’s Student Behaviour Support Plan should make it clear that a parental conference is a normal part of the procedure for suspension and readmission, and that it is expected parents/caregivers will attend)
  - Parents/caregivers should be referred to the school’s published Student Behaviour Support Plan.
Suspension Re-entry
As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parent/caregivers to discuss the basis of maximising successful reintegration into the school before the student’s return to school. In extenuating circumstances this meeting may take place over the phone. The aims of the parental conference are to:

- Ensure that the parents understand the seriousness of the student’s unacceptable behaviour and the need for disciplinary action
- Encourage a mutually-supportive position between the school and the student’s parents for the action that the school is taking, and
- Devise a mutually-acceptable plan, conditions and follow-up evaluation for the student’s re-entry to school.

Usually the re-entry meeting will take place in the school and will be mediated by the Principal. Sometimes, in instances where there has been a problematic relationship between a parent/caregiver and the school, the Principal may find it beneficial to call upon a third person such as the Area Supervisor, a peer Principal, or Guidance Counsellor to facilitate the meeting.

If, despite the school’s requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Area Supervisor. Alternative steps may need to be taken to facilitate the student’s return to school or the Area Supervisor in consultation with the Deputy Executive Director may consider commencing proceedings for exclusion.

Exclusion
In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Deputy Executive Director, recommending the exclusion of a student from a Brisbane Catholic Education school. The Deputy Executive Director will in turn forward this submission with his/her own recommendation to the Executive Director for decision:

- A Principal may not exclude a student on his or her own authority.
- A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director.
- In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

Exclusion Definition
Exclusion is the complete withdrawal of a student’s right to attend a particular school and school related-functions, on the authority of the Executive Director (or nominee). Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending any Brisbane Catholic Education school.
Exclusion Purpose
The purpose of exclusion is to:

- Signal that the student’s behaviour is not accepted in a particular school because it seriously interferes with the long-term safety and wellbeing of other students and staff
- Remove the student from an established environment in which severely unacceptable behaviour patterns have become entrenched
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student’s needs
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

Exclusion Guidelines
Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student’s behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of conduct has occurred, the Principal may give parents and students an understanding of a range of options open to them. Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it. Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

The Principal will:

- Consult with the Area Supervisor
- Consult as needed with the Parish Priest
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
- Notify the student and the parents or caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregivers to respond
• Provide the parents or caregivers, or student where the student is living independently, with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The Principal is entitled to use discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor.

• Consider any response from the student and parents/caregivers before proceeding further.

• Request a meeting with the student’s parents/caregivers to discuss the process and the reasons for the recommendation.

• Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal.

• Forward a submission to the Deputy Executive Director detailing the reasons, the action taken to moderate the student’s behaviour (where appropriate), a copy of all required documentation, and any response from the student, parents/caregivers.

Suspension, as part of an application for exclusion, will be entered into the Student Information data system and a letter template will be electronically generated from the system. A Student Information data system and electronic letter template is available for this purpose. This will be forwarded via the Area Supervisor to the Deputy Executive Director for consideration, and forwarding to the Executive Director (or nominee) for determination.

The Executive Director (or nominee) will consider the application for exclusion and may:

• Consult with the Principal and Area Supervisor.

• Provide an opportunity for the student and the student’s parents/caregivers to be consulted, by a designated person/s.

While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Executive Director.

Appeals

Parents/caregivers, 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 that is less than three days to the Principal. Parents/caregivers, or students living independently, may appeal a suspension longer than three days to the Area Supervisor. Parents or students living independently may appeal an 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/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals’ process. Alternative options to respond will be considered. Refer to the online materials in the Supporting Documentation for School Leaders.
Appeals are 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; or
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school.

In an appeal against suspension the Area Supervisor will:

- Deal with the appeal within two school weeks of its lodgment
- Ensure that communication lines are maintained with the person or persons making the appeal, and that they are continually informed of the progress of the appeal
- Review all relevant material
- Ensure that appropriate material has been made available to the student and parents or caregivers
- Discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
- Advise in writing all the parties of the decision and the specific reasons for reaching the decision.

Where an appeal against a suspension is upheld, the Area Supervisor will decide what an appropriate determination in this instance is.

The process for exclusion is that the student will be suspended pending exclusion and an application for exclusion will be made by the Principal to the Executive Director. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents to notify them.

In an appeal against exclusion the Executive Director will appoint a suitable person or persons to review the decision. He / she will:

- Deal with the appeal within four school weeks of its lodgment (in cases where a parent/caregiver or independent student is receiving assistance for making an appeal, an extension of time may be necessary)
- Ensure that communication lines are maintained with the person or persons making the appeal, and that they are kept aware of the progress of the appeal
- Review all relevant material
- Ensure that appropriate material has been made available to the student and his or her parents/caregivers
- Advise all the parties in writing of the outcome of the appeal and the specific reasons for reaching the decision.

If the appeal to the Executive Director is successful, consideration may need to be given to the re-instatement of the student’s enrolment and the conditions on which it might be considered through discussion involving the Principal, Area Supervisor and the parents/caregivers. Each situation is different, so the time frame for investigation and decision-making will be different.

It is understood that in practice Principals are in regular contact with Area Supervisors about suspensions and potential exclusions and seek their advice. In extenuating circumstances, any variation by a Principal to the above processes and procedures would need to be negotiated with their Area Supervisor.
6 REGULATIONS
Regulations

Chapter six summarises the regulations outlined in the Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines. These have been developed to clearly outline expectations in relation to the implementation of the Brisbane Catholic Education Student Behaviour Support Policy.

1. The Brisbane Catholic Education Student Behaviour Support Policy will be implemented in schools in the following ways:

   1.1 Each school is responsible for implementing the Brisbane Catholic Education Student Behaviour Support Policy by developing its own school’s Student Behaviour Support Plan which will:

   • Be developed as part of the school’s Strategic Renewal Plan and will be consistent with the Brisbane Catholic Education Strategic Renewal Framework 2007-2011

   • Explicitly identify the shared values and expectations of a Christ-centred Catholic school that form and reinforce positive student behaviour and relationships

   • Include a code of expected student behaviour, guided by the Student Behaviour Support Policy and the Student Behaviour Support Regulations and Guidelines

   • Document whole school approaches that proactively support positive student behaviours and respond to inappropriate or unacceptable behaviours

   • Specify procedures for applying fair and age-appropriate consequences for infringement of the code, ranging from the least intrusive practices and sanctions to the most stringent step of exclusion

   • Reiterate Brisbane Catholic Education policy that corporal punishment is expressly prohibited in all Catholic schools

   • Outline an ongoing program of staff professional development in terms of familiarisation, skill development and philosophical approach

   • Be published, promoted and available to all members of the school community

   • Be regularly reviewed by the school community within the context of the School Cyclical Review process and the processes outlined in the Student Behaviour Support Regulations and Guidelines.

1.2 Data will be collected by each school community for the purpose of evaluating the effectiveness of the school’s Student Behaviour Support Plan.

2. Formal Sanctions

The purpose of formal sanctions is to reduce the number of detentions, suspensions and exclusions, to reduce the frequency of adverse behaviour and to build positive relationships. Formal sanctions available to schools are:

2.1 Detention
2.2 Suspension
2.3 Exclusion
It is an expectation that formal sanctions are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action should appropriately balance the best interests of the student and the security and safety of other members of the school community.

3. **Detention**
   
The Principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff. The use of detention as a method of managing student behaviour shall be at the discretion of each school. The guidelines for detentions should be explicit in the school’s Student Behaviour Support Plan. In the event a school employs detention as a sanction, it will ensure the following:

   - It is an appropriate method of discipline
   - That the detention itself is age-appropriate and that the student is adequately supervised for the entire period of detention (what is adequate will depend on the student’s age, stage of development, and any special needs)
   - The student’s safety and welfare needs are being addressed. The student is given appropriate access to food, access to drink facilities and access to toileting facilities
   - Where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student’s travel from school to home.

   See also – Detention Guidelines page 37

4. **Suspension**
   
The principal of a Brisbane Catholic Education school may suspend full-time or part-time, a student from that school for a period of up to ten school days or part thereof. A suspension could be in school or out of school.

   - Any single suspension cannot exceed ten school days without being referred to the Deputy Executive Director
   - Indefinite suspension, where a student is continually re-suspended for the maximum period will not occur
   - Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part–time suspension should not exceed more than ten school days
   - By mutually-agreeable arrangements, a student’s enrolment may be suspended whilst the student attends an alternative education program.

   Suspension may occur if so decided by the school Principal after he/she has:

   - Ensured that all appropriate and available student support strategies and discipline options have been applied and documented
   - Ensured that all appropriate support personnel available, within the school system and externally, have been involved
   - Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension
• Provided to the student and/or parent/caregivers a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future
• Recorded all actions taken in appropriate school files and BCE’s database when available.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons or illegal drugs. Principals may suspend immediately any student whose behaviour includes the following:

• Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE’s Administration of Medication to Students Guidelines and Dealing with Drug Related Matters).
• Violence or threat of serious physical violence - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE’s Student Protection team in accordance with their guidelines.
• Possession of a weapon – any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

Notification to Parents/Caregivers for a day or more suspension

• A student will not be sent out of school before the end of the school day without notification being made to parents/caregivers and if necessary, agreement reached about arrangements for the collection of the student from school.
• Though interviews may take place by phone, notification of suspension must be made to parents/caregivers in writing. An oral communication, even face to face, is not sufficient in itself. The letter must be delivered by some safe method; the onus of proof of delivery rests with the Principal.

In all cases, the notification will

• Indicate the reasons for the suspension
• Advise the length of the suspension, the expected return date, the conditions to be met to enable return, and the re-entry support process
• Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension
• Request a parental meeting at the school (the school’s Student Behaviour Support Plan should make it clear that a parental meeting is a normal part of the procedure for suspension and re-entry, and that it is expected parents/caregivers will attend.
• Parents/caregivers should be referred to the school’s published Student Behaviour Support Plan.

Suspension procedure - the processes associated with suspension are often subject to close scrutiny. It is important therefore that all processes be carried out in a way that conforms to The Student Behaviour Support Regulations and Guidelines, with accuracy and attention to all aspects of the process.
Suspension documentation for a full day or longer:
As soon as practicable after a day or longer suspension takes place, the Principal will ensure a full report is written on the background and reasons for suspension, with the period of suspension clearly specified. A copy of the Principal’s letter to the parents/caregivers should be attached to the report. Copies of the report and attached letter should be placed on the school file and placed in the student’s file. For a suspension of one day or two days, reporting remains in the school. For a suspension of longer than two days, Principals should notify the Area Supervisor.

- **Student Information Database Entry:**
  A student information database is currently in development. When it is completed, the Principal will arrange for details of the suspension to be entered into the student information database. The suspension data will be held in Brisbane Catholic Education’s database. The system will generate automatic templates for the Principal to use in compiling a report and sending a letter to parents/caregivers. A copy of this may be sent to the Guidance Counsellor and the Area Supervisor. The Principal may ask the Guidance Counsellor for assistance in re-entry procedures.

5. **Exclusion**
In extreme circumstances, a principal may, in consultation with the Area Supervisor, make a submission to the Deputy Executive Director, recommending the exclusion of a student from a Brisbane Catholic Education school. The Deputy Executive Director will in turn forward this submission with his/her own recommendation to the Executive Director for decision.

5.1 A Principal may not exclude a student on his or her own authority

5.2 A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director

5.3 In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

The Principal will:

- Consult with the Area Supervisor
- Consult as needed with the Parish Priest
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
- Notify the student and the parents/caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregivers to respond
- Provide the parents/caregivers, or student where the student is living
independently, with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The Principal is entitled to use discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent/caregiver to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor.

- Consider any response from the student and parents/caregivers before proceeding further
- Request a meeting with the student’s parents/caregivers to discuss the process and the reasons for the recommendation
- Provide the parents or caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal
- Forward a submission to the Deputy Executive Director detailing the reasons, the action taken to moderate the students’ behaviour (where appropriate), a copy of all required documentation, and any response from the student, parents or caregivers.

It is understood that in practice Principals are in regular contact with Area Supervisors about suspensions and potential exclusions and seek their advice. In extenuating circumstances any variation by a Principal to the above processes and procedures would need to be negotiated with their Area Supervisor.
Resource Bank

**General**

http://resources.sai-iowa.org/bd/index.html
This resource provides information on whole school issues of behaviour management, with three models used to demonstrate the foundational concepts: control theory (Glasser), positive behaviour support and positive discipline.

http://www.behaviour4learning.ac.uk/index.aspx
The resource rich site contains research-based ideas on positive approaches to behaviour management in schools, links to current news items on behaviour and practical examples of programs in action.

http://www.fultonpublishers.co.uk/resource.asp
Free online resources for school staff covering topics on behaviour management, specialist interventions and curriculum modification.

http://www.responsiblethinking.com/index.htm
The international home page of the Responsible Thinking Process (RTP), based on the work of Ed Ford using Perceptual Control Theory (PCT).

http://falcon.jmu.edu/~ramseyil/disciplinebib.htm
A complete bibliography of school and classroom management publications, with specific references to Discipline with Dignity, Cooperative Discipline, Assertive Discipline, Reality Therapy and Discipline (Glasser) and Teacher Effectiveness Training.

http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php
Special Connections is a website created through the University of Kansas to provide school staff with tools and resources to support students. Included in this section is a focus on understanding behaviour from varying perspectives: behavioural, ecological, biophysical and psychodynamic.

http://www.emtech.net/learning_theories.htm
A comprehensive resource page which provides information on common learning (behaviour) theories sourced from leading researchers across the world. The site contains information on behaviourism, cognitive-behaviourism and social learning theories.

**Evidence-Based Practice**

http://www.acer.edu.au/
The Australian Council for Educational Research (ACER) provides state-of-the-art educational research, products and services.

Australian Association for Research in Education (AARE) facilitates contact between educational researchers, and encourages and works towards the development of all aspects of educational research.
National Catholic Education Commission on challenges facing Catholic schools in the 21st century.

http://cecp.air.org/guide/actionguide/Chapter_2.asp
The Center for Effective Collaboration and Practice offer this chapter on “Building a Schoolwide Foundation.” This web-based resource describes four key components and strategies of an effective schoolwide plan that can be used to prevent school violence.

http://eduscapes.com/tap/evidence.html
Evidence-based Practice and Educational Technology is a US site that provides an easy-to-read introduction to the concept of evidence-based education. This site has a particular focus on technology, literacy and diversity in education.

http://www.campbellcollaboration.org/ECG/titles.asp
The Campbell Collaboration is an international network of scholars, policy makers, practitioners, funders, students, and others who are interested in effective methods of education and training.

http://ies.ed.gov/ncee/wwc/
The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

http://www.promisingpractices.net/
The Promising Practices Network (PPN) is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity.

Peacebuilders is a school and community-based violence-reduction/crime prevention program. Several schools in Queensland have implemented Peacebuilders as a whole-school behaviour support program.

“Creating Schoolwide Prevention and Intervention Strategies” is an easy-to-read booklet published by the United States Department of Education in collaboration with Northwest Regional Educational Laboratory and Office of Juvenile Justice and Delinquency Prevention. The resource contains information on school safety and violence and offers links to other relevant web resources and materials.

“Indiscipline and Holistic Approaches to Changing the School Environment” is a summary of findings from schools in NSW, and links between research and the evidence from schools. Page 56, chapter 5.
**Whole School Programs**


In 2004 the Department of Education and Training in Victoria undertook research into factors that contributed to schools being perceived as ‘safe’. This site gives a short summary of the findings and links to the several school case studies.


Friendly Schools and Families program is an Australian whole-school bullying-reduction resource package, including six school booklets, a training CD ROM and a Parent Guide. The program has a strong evidence-base, and has been developed by staff from Edith Cowan University in collaboration with staff from several Perth schools.


This booklet is part of a series on behaviour support developed for the Primary National Strategy from the Department for Education and Skills in the United Kingdom. The focus of this training module is to guide the development and review of a whole-school behaviour and attendance policy.

http://idea.uoregon.edu/~ncite/documents/techrep/tech25.html


**Supporting Social and Emotional Development**


Papers from the Sydney Symposium of Social Psychology in 2004. The focus of this symposium was ostracism, social exclusion, rejection, and bullying. The resources available on the website provide comprehensive research summaries into common school issues related to behaviour and social development.

http://www.coedu.usf.edu/laser/products.html

Linking Academic Scholars to Educational Resources (LASER) website has a set of Research to Practice briefs that will serve as a tool for educators in addressing critical areas of concern in teaching and learning. The authors are LASER scholars who have conducted research on these various topics.


Link to the Australian Government research project on a range of Early Intervention Youth Mentoring Programmes. The project involved a national audit and review of mentoring programmes around Australia in order to:

- Provide a national profile of mentoring programmes for young offenders
- Identify models and good practice
- Identify key crime prevention outcomes from youth mentoring
This provides visitors with a research synthesis on effective intervention procedures for students with challenging behaviour. Five specific intervention procedures are reviewed:

1. Positive Behaviour Support
2. Stimulant Medication Use
3. Applied Behaviour Analysis
4. Classroom Preventative Practices
5. Social and Emotional Learning Programs

This paper, based on a collaborative research project between the Australian Institute of Family Studies and Crime Prevention Victoria, analyses data from a large longitudinal study of Victorian children.

Australian research on the group of children who appeared to be low risk during childhood, but who nevertheless went on to engage in persistent antisocial behaviour during adolescence. Their across-time pathways, and the factors which may have contributed to a change in pathways, are investigated.

This paper describes an innovative response to increasing understanding and enhancing effective responses in school settings towards young people with disruptive behaviours.

This article uses data from the a longitudinal study in the United States to spotlight the outcomes for students with social-emotional disorders, both while they were in secondary school and in the early years afterward.

This downloadable booklet is a summary of ‘best practice’ in teaching students with severe emotional and behavioural disorders. A background to the history of the disorder causes of misbehaviour, proactive interventions and practical teaching strategies.

Classroom Strategies and Interventions


Centre for Evidence-Based Practice: Young Children with Challenging Behaviour site section on monitoring outcomes of behavioural interventions and collecting data. This site offers case studies and downloadable resources.

This site from North Carolina State University provides an easy-to-read guide on managing aggression in children. The different forms aggression may take as children grow older are explored and strategies for interventions are compared.
http://www.vanderbilt.edu/csefel/
Link to free modules from the Centre on the Social and Emotional Foundations of Learning. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.

http://cecp.air.org/fba/default.asp
This website link takes visitors to the Centre for Effective Collaboration and Practice. This specific section of that site provides a training program and resources for conducting a functional behaviour assessment.

http://www.csun.edu/cod/conf/2001/proceedings/0309ocummings.htm
Information on this site provides a conference paper on the integration of technology into data collection systems for classroom teachers. Ideas on the use of PDAs in the classroom are discussed.

http://www.lblesd.k12.or.us/student/behavior/events/pbs2004.php
The homepage of the 2004 Positive Behaviour Support Conference, this site contains PowerPoint presentations and PDF files on:

- Teaching social skills
- Check in – check out program interventions for students at-risk
- Strategies for improving student attendance.

http://www.schoolbehavior.com/
A rich resource site for teachers and school-based staff supporting students with high behavioural needs. Information on common teaching strategies, sample data collection forms and links to research articles are provided.

This link takes visitors to a comprehensive website detailing common classroom strategies for making effective use of reinforcement and consequences. Questionnaires, data collection tools and data summaries from a research project conducted for schools a one district.

http://behaviorassociates.org/presentations.html
Site that contains several PowerPoint presentations by Dr Geoffrey Colvin on topics relating to the classroom management of severe and chronic problem behaviour.

- Managing the Cycle of Serious Acting-Out Behaviour (July, 2005)
- The Administrator as Instructional Leader (July, 2005)
- Preventing and Defusing Problem Behaviour in the Classroom (June, 2005)
- Understanding and Managing Severe Problem Behaviour (April, 2005)
- Academic Underachievement Problem Behaviour (April, 2005)
- Severe Problem Behaviour (April, 2005)
- MS Instructional Survey (March, 2005)
- Classroom Management Systems (March, 2005)
- Self-evaluation Principals Role (March, 2005)
- Principal as Instructional Leader (March, 2005)
References


QCEC (2001) Inclusive Practices in Queensland Schools


United Nations Published Handbook on Restorative Justice http://www.restorativejustice.org/