



St Eugene College

Dare to grow in faith, hope and love

STUDENT BEHAVIOUR SUPPORT PLAN 2026

Contents

ST EUGENE STUDENT BEHAVIOUR SUPPORT PLAN	3
College Vision	3
College Mission	3
College Values	3
Learning at St Eugene College.....	Error! Bookmark not defined.
Our School Context	4
Consultation and Review Process	4
Section A: Our Student Behaviour Support Systems	5
1. Our Beliefs and Common Philosophy about Learning and Teaching	5
2. Our Systems Approach - Positive Behaviour for Learning (PB4L).....	7
3. Student Behaviour Support Leadership & Professional Learning for College staff.....	9
Section B: Our Student Behaviour Support Practices	11
1. Clarity: Our Expectations	11
2. Focus: Teaching Expected behaviour.....	12
3. Feedback: Encouraging Productive Behaviours for learning.....	13
4. Feedforward: Responding to Unproductive Behaviours	15
5. BCE Formal Sanctions.....	16
6. Bullying and Cyberbullying – information, prevention, and college responses	18
Section C: Our Student Behaviour Support Data	25
Appendix	26
References	32

ST EUGENE STUDENT BEHAVIOUR SUPPORT PLAN

The St Eugene College Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that learning in our college can be effective and students can engage positively within our college community.

The St Eugene College Student Behaviour Support Plan has been developed to outline the way in which St Eugene College follows the published Brisbane Catholic Education Student Behaviour Support Policy and Student Behaviour Support Procedure.

College Vision

Enter to **LEARN**

Dare to **GROW**

Leave to **SERVE**

College Mission

Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values, and Oblate charism from early childhood to young adulthood.

College Values

Dignity; Community; Excellence; Hope; Service



Our School Context

St Eugene College began its journey as a Pre-School – Year 3 primary school, known as Blessed Eugene de Mazenod School in 1990. The school continued to grow to become a Prep – Year 7 Primary School, with a name change in 1995, to become St Eugene de Mazenod School. Following two years of committed work by a steering committee, St Eugene College came into being in 2008 with 83 Year 8 students and a total enrolment of 557.

The P-12 educational precinct is in the parish of St Eugene de Mazenod and serviced by the Oblate Missionaries of Mary Immaculate. St Eugene College has adopted the Oblate charism. This charism of commitment to the poor and marginalised finds a home in our college community and gives life to our school vision and mission, daring to grow in faith, hope and love.

Christ the King Primary School at Deception Bay is part of the St Eugene de Mazenod Parish and there is a close partnership between the two schools. St Eugene college has hosted several activities for Christ the King students to enhance the partnership between our schools.

Our educational context is characterised by the following strengths: academic excellence with a focus on deep learning, digital technologies, provision of sporting and cultural pursuits, commitment to life-long learning and providing for the needs of individual learners. Our vision for learning and teaching is based on the four phases of learning: Early Years (P – 2), Junior Years (3 – 6), Middle Years (7 – 9) and Senior Years (10 – 12).

Our school community has a philosophical commitment to the valuing of the greater good and the celebration of the gifts and talents of members within our community. It is open and welcoming to all who support our college values and have a desire to work in partnership for the success of their child.

Consultation and Review Process

The St Eugene College Student Behaviour Support Plan has been developed with/through/by:

- Consultation with student support team and College leadership Team;
- Consultation with various BCE and St Eugene College Policy documents;
- Examination of other College Behaviour Support models;
- Consultation with parents, staff and students;
- Review of existing structures and processes;
- Critical reflection and evaluation of proposed programs;
- Invitation for comments from key stakeholders.

Student Behaviour Support Plan is reviewed yearly by the College Leadership Team and when significant changes are required, focus groups are formed where the college community has the opportunity to provide feedback. The updated Student Behaviour

Support Plan is sent to relevant stake holders for endorsement and uploaded the College's public website and parent portal.

The St Eugene College Student Behaviour Support Plan is endorsed by the College Board, College Principal and Senior Leader School Progress and Performance - Brisbane Catholic Education.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

St Eugene College aligns its beliefs and philosophy around learning and teaching, alongside Brisbane Catholic Education Student Diversity and Inclusion Policy. Whether we are educating students in a specific learning area, or around social skills or emotional intelligence, our procedures are created with the following in mind:

- Every student is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity to life.
- We seek to find meaning in life and learning through the eyes of our Catholic Tradition and Oblate Charism.
- Every student is a lifelong learner, with a desire to search for truth and do what is right, therefore, we play a significant role as educators, to teach them strategies and skills which allow them to be accountable for choices and responsible for actions.
- We respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- We value diversity and shared wisdom, and this contributes to our decision-making.
- We acknowledge that each student brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

Our college, like all BCE schools, caters for students who have a diverse range of personal characteristics and experiences. We ensure that all our student support policies and practices, acknowledge the barriers these various student groups experience at times. Some of these students are:

- Students with a disability
- Gifted and talented students
- Aboriginal and Torres Strait Islander students
- Students from culturally and linguistically diverse backgrounds
- Students from a refugee or migrant background
- Students living in out-of-home care
- Students who identify as gender diverse or LGBTIQ+
- Students from rural and remote communities
- Students with mental health and wellbeing concerns
- Disengaged and marginalised students.

Student wellbeing and inclusivity unifies us and directs all our actions. We aim to be proactive around the explicit teaching of our expectations, aligned with our college values and for most of our students, this sets them up for success. At times, however, we know there are some students who can present with challenging behaviours, and they need specific and targeted support in managing relationships within the school setting. This support is done through our restorative approach, targeted Tier 2 and Tier 3 support and personalised plans.

BehaveAbility Practices are a practical, whole school and individual behaviour management strategies approach that links positive psychology with emotional education to enable our staff and students to create consistent, predictable, nurturing, and high expectation cultures.

Positive Behaviour Management strategies include:

Essential Skills for Classroom Management

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

BehaveAbility

- The 3 major strategies for managing disruptive behaviour:
 - 1) Engagement in learning,
 - 2) Teaching the expected behaviour, and
 - 3) Teachers can be great role model students,
- how to use connecting language when talking to students,
- the use of corrective scripts when we need to set limits around behaviour,
- the importance of maintaining a high level of positives to corrections,
- how to give a fair and reasonable instruction that will encourage compliance,
- practical step-by-step methods for dealing with non-compliance. This includes and is not limited to; the actual words teachers use, the tone with which they are used, the importance of proximity, redirection, vicarious praise, selective attending, wait time, relationship building and humour,
- written rules vs unwritten rules,
- what to say when you don't know what to say.

Source: [BehaveAbility: building exceptional behaviour](#)

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

What is Positive Behaviour for Learning?

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

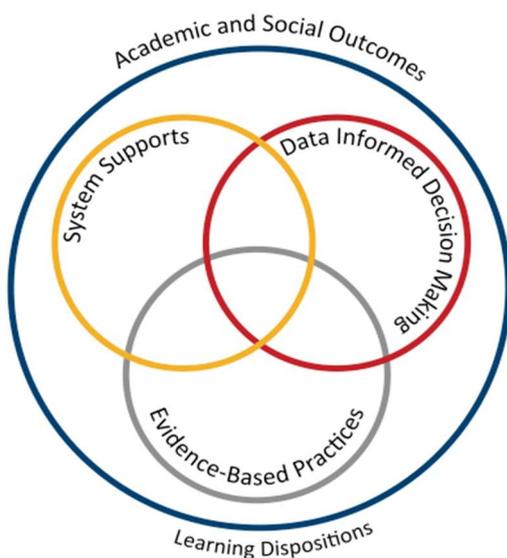


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

©Brisbane Catholic Education, St Eugene College 2023

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

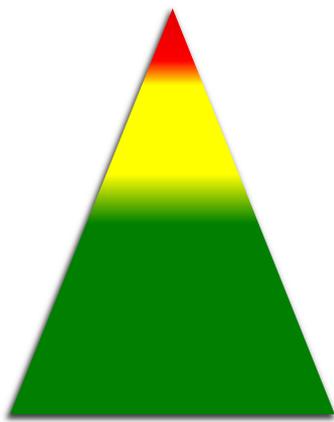
Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention



Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1

- All students
- All settings
- Preventative, proactive

©Brisbane Catholic Education, St Eugene College 2023

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

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

The St Eugene Behaviour Support Plan reflects the support structures that exist within our college to ensure all students access authentic and genuine learning experiences.

The college student support team consists of Guidance Counsellors, House Leaders, Support Teachers (Inclusive Education), Assistant Principals, P - 12 Heads and Principal. This team works in consultation with each other to ensure that the wellbeing of students is addressed in a timely manner.

Student Wellbeing Support Structure

Early/Junior Years	Middle/Senior Years
Classroom Teachers	Classroom Teachers
Pastoral Leader	Pastoral Care Teachers
Assistant Principal Student Wellbeing (P-6)	House Leaders
P-12 Head (Early/Junior Years)	Assistant Principal Student Wellbeing (7-12)
	P-12 Head (Middle/Senior Years)
Principal	

Targeted and/or individual support teams

In addition to daily communication and collaboration between staff, the following support structures and arrangements support student behaviour, wellbeing, and engagement in learning.

Targeted/Personalised Meetings	Meeting Frequency
--------------------------------	-------------------

All Staff morning briefings	As per calendar each term
Phase Specific Personal Development morning briefings	As per calendar each term
Early/Years Specific and Middle/Years Specific morning briefings	As per calendar each term
P-6 Pastoral Leader /7-12 House Leaders	As per calendar each term
P-12 Student Wellbeing	As per calendar each term
Early/Years Specific and Middle/Years Specific afternoon	As per calendar each term
All Staff afternoon	As per calendar each term
Middle/Years Leadership Team	Fortnightly
Early/Years Leadership Team	Weekly
College Leadership Meeting	Fortnightly
Executive Leadership Team	Weekly

Targeted and/or individual support teams could include:

Student Protection Contacts:

Louise Olley	Principal
Adam Fritz	P-12 Head (Early/Junior Years)
Tony Hytch	P-12 Head (Middle/Senior Years)
Sharon Stone	Guidance Counsellor P-6
Beth Kipping	Guidance Counsellor P-6
Luke Johnstone	Guidance Counsellor 7-12

A team of Support Teachers (Inclusive Education) is available to support students requiring adjustments to access the curriculum. This includes children who require support due to physical, social, and emotional and academic needs.

The Support Teachers:

- Apply knowledge and skills to support teachers to cater for the diverse learning needs of all students
- Facilitate meaningful outcomes for students, parents, and teachers through collaborative processes

- Work together with Guidance Counsellors, Speech Pathologists in verification processes and personalised planning for students with disability
- Collaborate with external services to support families Case Management and maintenance of accurate student records for students with diverse learning needs

Professional Learning for College staff

At St Eugene College, staff are provided ongoing professional learning opportunities to build capacity in their understanding and knowledge of contemporary student behaviour management practices. Furthermore, professional learning supports the development and implementation of consistent processes, procedures, and practices of the Student Behaviour Plan.

Professional learning opportunities include but limited to:

- Catholic Education Archdiocese of Brisbane Employee Code of Conduct
- The Role of the Teacher
- Brisbane Catholic Education's Student Protection Policy and Reporting processes
- College Code of Conduct
- Brisbane Catholic Education Code of Conduct
- Regular staff, phase, and team specific meetings
- Personal Development (Middle/Senior Years) and Social Emotional Program (Early/Junior Years)
- Twilights and Professional learning days
- Professional learning linked to Diversity and Inclusion
- College Strategic Plan and Explicit Improvement Agenda
- BI Tool, Attendance and Engage Data

At St Eugene College, students are given instruction and guidelines how to respond to issues related to student behaviour which is underpinned by our College Values in Action.

Staff professional learning actively supports a development of a mutual relationship between staff and students where the focus is to maintain a positive, and harmonious learning environment.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our college values and expectations are:

- Excellence in Action
- Community in Action
- Hope in Action

- Dignity in Action
- Service in Action

Our College Behaviour Matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. See Appendix B for an in-depth explanation of the Values and Expectations behaviour matrix.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness, and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum.

www.acara.edu.au

2. Focus: Teaching Expected behaviour

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

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

Teaching student appropriate behaviours and expectations requires more than just providing the expectation by word or in written form. It requires explicit instruction and explanation, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). This learning takes place each day, throughout the day, all year long.

The College provides many opportunities for direct teaching in a number of different ways:

- Beginning of school year orientation and induction days
- Pastoral care period daily and Personal Development Education weekly
- Assemblies
- New student orientation
- Student leaders support / buddy program
- Collaborative planning and teaching
- Student voice and agency

Pastoral Care

Pastoral care is the integration of the academic, social, physical, cognitive, emotional, moral, cultural and spiritual dimensions in schools so that an atmosphere of mutual concern, support and care prevails within the school community. Wellbeing is the ongoing experience of wholeness and hope that is central to learning and to overall health and life success. Learning and wellbeing are interrelated and the concern of all

staff, and characterises all relationships, supports, processes and structures. It covers all aspects of school life and includes the safe and supportive environment in which they learn. Promoting pastoral care and wellbeing means not only caring for children, young people, and families, but also looking after ourselves. It is about maintaining our capacity to model social and emotional competence.

Students in the Junior Years (P-6) primarily experience pastoral care in their class groups with their class teacher:

- Issues of concern about the child should be first addressed with the Class teacher.
- If further intervention is required, the teacher will be able to access additional support for the child and family through Student Support Services, Guidance Counsellors, Assistant Principal Student Wellbeing (P-6), P-12 Head (Early/Junior Years) and Principal.

Students from Year 7-12 are organised into vertical Pastoral Care groups:

- At the start of each day students come together to pray, mark the roll, listen to announcements about their schedule for the day, celebrate birthdays and discuss current events of interest. Students also meet in their Pastoral Care groups for one period a week for an assembly (year level, house spirit, P-12, 7-12 or middle or senior years phase).
- Issues of concern about the young person should be first addressed with the Pastoral Care Teacher if concerns are of a pastoral nature. If further intervention is required, Pastoral Care teacher will inform the House Leader who will be able to access additional support for the young person and family through Student Support Services, Guidance Counsellors, Assistant Principal Student Wellbeing (7-12), P-12 Head (Middle/Senior Years) and Principal.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

PB4L Tier 1 supports serves as the foundation upon which all other tiers are built for behaviour and learning. Our college provides these universal supports to all students. For most students, universal supports give them what they need to be successful.

Within the context of a successful learning environment (in and out of the classroom), the college utilises eight effective classroom practices and responses:

- Plan using approved curriculum
- Differentiating learning
- Clarity of expectations
- Procedures and routines
- Active supervision and feedback
- Opportunities to respond
- Encouraging productive behaviours for learning
- Responding to unproductive behaviours.

Excellence in Action awards are disseminated each term across 7-12. Teachers nominate students who have demonstrated the college values and expectations (In Action). This recognition provides students an opportunity value the impact they have having on their own learning or the learning of others our learning community.

Tier 2 Targeted Supports:

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

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

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

- Seasons for Change Program (Grief and Change)
- Restorative conversations/mini chats
- PALS: Playing and Learning to Socialise
- Social Skills Programs
- Drumbeat
- Cool Kids (Anxiety) Program
- ReConnect - Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- BehaveAbility process (Ian Luscombe) – connect and redirect
- SWAG (Student Wellbeing and Guidance) Meetings
- CAST Meetings

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour have not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Guidance Counsellor Support services
- Student Support Team Case Management - planning and implementation of individualised support plans and monitoring data
- Partnerships with external support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom	Teacher/ student conversation Work it out together plan Parent/Student/	Student apology Student contributes back to the class or school community

Set limits	Teacher meeting	Restorative conversation
Individualised support and management plans	Student personal reflection and problem-solving strategies to implement	Restorative conference
	Student/College Leadership member conversation	Re-entry interview

In addition, de-escalation crisis prevention and support strategies may include time out at school and/or time out at home. This time identifies that the student's present behaviour is inappropriate and/or unacceptable and provides time for the student to reflect and allows the college to coordinate resources and establish a plan of support appropriate for the student to work towards returning successfully to learning (Refer to Appendix C).

5. BCE Formal Sanctions

St Eugene College strives to create learning environments which are supportive of all learners and where the community experience an authentic sense of belonging and feel safe and valued. As a learning community we align our policies and procedures with Brisbane Catholic Education – Student Behaviour Support Policies and Procedures.

At all times, staff respond and manage inappropriate student behaviours while maintaining the dignity of the student and using appropriate strategies to reinforce the College's Values and Expectations.

One strategy that staff use when responding to student behaviour that does not reflect our values and expectations:

- Explain how their behaviour differs from the College's values and expectations – what are you doing?
- Articulate the relevant behaviour and identify what they will do to meet our College Values and expectations – what should you be doing?
- Describe the likely options of choice if the inappropriate behaviour continues – what will happen if you continue this inappropriate behaviour?
- Work towards identifying a possible solution and resolution for success.

Detention process – ReConnect Reflection Process (Middle/Senior Years)

While the word 'detention' is used, the form of detention at St Eugene College reflects the appropriate phase of learning and age of the student. It is utilised for minor behaviours and provides an opportunity for the student to reflect on their behaviour. The reflection time is facilitated by a House Leader or a member of the College Leadership team. During this time, a student may:

- Repair relationships.
- undertake restorative practices.
- Make plans for appropriate behaviour.
- Reflect on their past behaviours and build a plan for success.
- Complete classwork
- Discuss with a staff member more appropriate behaviour choices.

Suspension process

At St Eugene College, suspensions are used when a student engages in major or serious behaviours that do not reflect our college values and expectations. The suspension time is used to identify the nature of the behaviour, provide time for the student to reflect of the nature of the behaviour and its impact on the community, and explore ways to return to school with a positive mindset working towards demonstrating our college values and expectations. A House Leader or a member of the Leadership Team will contact the parents/carers, provide information in relation to the suspension, will record the suspension details in ENGAGE to produce a suspension letter and will contact parents via phone, sending the letter via email.

Suspension re-entry meetings will be conducted by the House Leader, a member of the Leadership Team and will involve the student, parents and nominate staff such as Pastoral Care Teacher, Class Teacher and/or Inclusive Education Teacher.

Exclusion

An exclusion is a full-time withdrawal of the student's right to attend St Eugene College, college related functions and events, on the authority of the Executive Director. The purpose of the exclusion is signal that the student's behaviour is not acceptable and the potential impacts on the learning community, their own safety, or the safety of others. Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal

Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – information, prevention, and college responses

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

In line with student wellbeing, our college values Student Protection Processes, we have developed and planned preventative approaches, clear protocols, and age and context appropriate responses and interventions to bullying and harassment behaviours.

Our college report incidents of bullying and harassment, in all environments including online, and monitor this through recording of behaviour incident data in the bullying register in the Engage Student Support System. We track and analyse this behaviour incident data to detect patterns of bullying and harassment.

At St Eugene College we have the expectation that everyone is treated with respect and dignity. We will not tolerate bullying and we can do something about it. Everyone has the right to feel safe and valued and it is everyone's responsibility to ensure that this happens.

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to

student bullying and harassment (inclusive of the victimisation of students with disability and their associates).

Definition

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

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

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

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

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

1. Understanding Bullying and Harassment

At St Eugene College, staff and students are provided learning opportunities to develop the knowledge and skills to understand bully and harassment. Professional learning opportunities for staff include, twilights workshops, staff meetings, year level and phase meetings, wellbeing team meetings and where appropriate external providers. Students are provided information, support, resources through the P-6 Social Emotional program and the 7-12 Personal Development program and year level retreat when appropriate.

It is important to note that other forms of undesirable interpersonal behaviour are often confused with bullying.

These behaviours ARE NOT bullying:

- conflict between children of equal power,
- non-malicious exclusion of some children,
- one-off acts of meanness and spite, and random acts of aggressiveness.

Bullying is a systematic and repeated abuse of power (Rigby 2010).

In person and online

Bullying can happen in person or online settings. Online bullying is sometimes called cyberbullying. Verbal, physical, and social bullying can happen **in person**. Verbal and social bullying can happen **online**, as can threats of physical bullying.

Specific features of online settings create additional concern for students, parents and carers, and teachers. For example, bullying someone online can potentially have an enormous audience.

Research shows that children who are bullied online are often also bullied in person. This means that effectively dealing with online bullying means looking at other situations as well.

Direct and indirect

Bullying can be by direct or indirect means:

- **Direct bullying** occurs between the people involved, whereas indirect actions involve others, for example passing on insults or spreading rumours.
- **Indirect bullying** mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.

Overt and covert

Bullying can be easy to see, called overt, or hidden from those not directly involved, called covert.

Overt bullying involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying (this is sometimes called 'traditional bullying'). Overt physical bullying may not be the most common type of bullying.

Covert bullying can be almost impossible for people outside the interpersonal interaction to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding, or turning your back on a person, restricting where a person can sit and who they can talk with.

Covert social or verbal bullying can be subtle and even sometimes denied by a person who claims they were joking or 'just having fun'.

Some bullying is both covert and indirect, such as subtle social bullying, usually intentionally hidden, and very hard for others to see. This type of bullying is often unacknowledged at school, and can include spreading rumours, threatening, blackmailing, stealing friends, breaking secrets, gossiping, and criticising clothes and personalities.

Indirect covert bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem, that is, through psychological harm rather than physical harm.

Physical and psychological

Bullying has the potential to cause harm (although not all unwanted actions necessarily cause harm).

The **physical harm** caused by some types of bullying is well recognised.

More recently, research has confirmed that short- and long-term **psychological harm** can result from bullying. This includes the harm to a person's social standing or reducing a person's willingness to socialise through bullying (particularly covert social bullying). In fact, just the **fear of bullying** happening can create distress and harm. The ongoing nature of bullying can lead to the person being bullied feeling powerless and unable to stop it from happening.

The effects of bullying, particularly on the mental health and wellbeing of those involved, including bystanders, can continue even after the situation is resolved. Sometimes the term 'psychological bullying' is used to describe making threats and creating ongoing fear, but it is more accurate to describe this type of behaviour as 'verbal or social bullying' and the impact on the person being bullied as 'psychological harm'.

2. Teaching about Bullying and Harassment

At St Eugene College we embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Through the General Capabilities in the national curriculum, Brisbane Catholic Education Religious Education curriculum, Brisbane Catholic Education Catholic Perspectives continuum, we promote a proactive approach to bullying and harassment in a school environment.

We achieve this by the:

- Implementation of the P-6 Social Emotional Program and the 7-12 De Maz Program
- Explicit teaching the Personal and Social Capabilities of the Australian curriculum
- Explicit teaching the Health and Physical Education national curriculum
- Embedding BCE Catholic Perspectives in all teaching areas
- Explicit teaching the process of restorative mini chats, restorative chats, and restorative conferences
- Explicit teaching multiple times throughout the year the Behaviour Matrix
- Using circle work to resolve class, year level, playground, or social issues
- Awareness Days (RUOK, Child Protection Week, Mental Health and National Day of Action Against Bullying and Violence.
- Assemblies: year level, phase, 7-12 and P-6
- Surveys: The Learning Bar: Tell Them From Me
- Engagement with guest speakers for staff, parents, and students via the College's CAFÉ (Community and Family Engagement)

3. Responding to Bullying and Harassment

At St Eugene College all reports of bullying and harassment seriously and is addressed through our '**Key contacts for students and parents to report bullying**' below and are recorded and monitored in the Engage student support database.

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

Staff respond appropriate to reports of bullying and harassment through the following process:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document, and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

At St Eugene College, we embed the PB4L framework, restorative practices, behaveability processes to create a safe, supportive, and inclusive college to prevent bullying and harassment.

The implementation of the following strategies to support the development of positive inclusive environment for learning through:

- **Student assemblies:** Student bullying and expectations about student behaviour is discussed and information presented to promote a positive school culture

where bullying is not accepted. For example, specific year level or phase assemblies, National Day of Action, Spirit Days and St Eugene Feast Day.

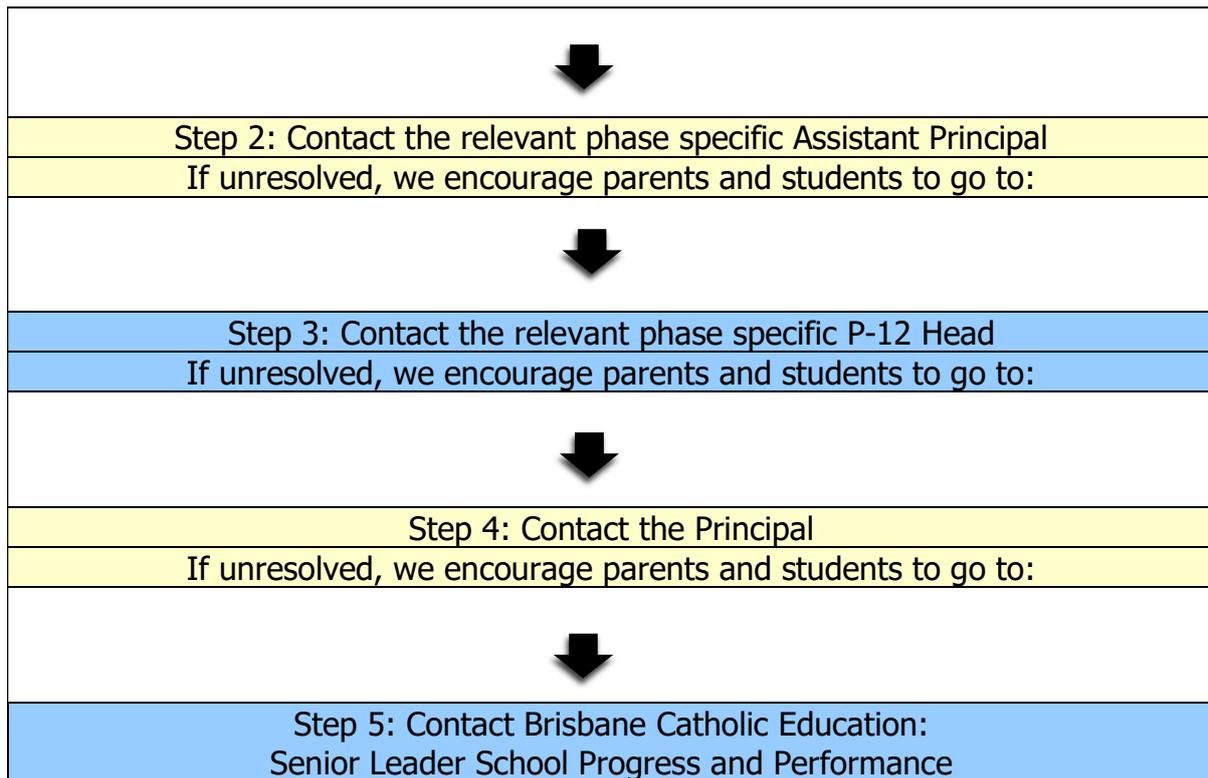
- Staff communication and professional learning: Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. For example, BCE mandatory training modules in bullying and harassment, children protection, year level, phase and 7-12, P-6 and whole college meetings.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. For example, twilight professional learning workshops, professional learning workshops and external providers when appropriate.
- New and casual staff are be informed about our college's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. For example, staff induction days, formal meetings post-induction day, completing BCE mandatory training modules in bullying and harassment, children protection
- Communication with parents: Our college will provide information to parents to help promote a positive college culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. For example, through Principal Weekly Updates, P-12 Head emails or letters, Pastoral Leaders communication, Parent engagement sessions and information evenings, social media posts, St Eugene College Burpengary (schooltv.me)
- Explicit promotion of social and emotional competencies among students: For example, Spirit Days, Year level retreats, Year level and phase meetings year level (7-12) Personal Development Program, P-6 Social Emotional Program, Guidance Counsellors presentations and the explicit teaching of: Personal and Social Capabilities in the Australian Curriculum, HPE curriculum, and Catholic Perspectives across of learning areas.

Key contacts for students and parents to report bullying and harassment

At St Eugene College, we encourage parents and students to make the initial report of bullying to the classroom teacher in Early/Junior Years and the Pastoral Care teacher in Middle/Senior Years.

If the parent or student believes the bullying issue is unresolved, we encourage the parents or student to consult the flowchart below:

Step 1: Contact the relevant P-6 Pastoral Leader or 7-12 House Leader
If unresolved, we encourage parents and students to go to:



Cyberbullying

Cyberbullying is treated at St Eugene College with the same level of seriousness as direct bullying.

It is important for students, parents, and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Cyberbullying is everyone's business, and the best response is a proactive or preventative one. To be proactive students can:

- Take a stand against cyber bullying. Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults.

If you are being harassed online, take the following actions immediately:

- Block and stop all communication and interactions online immediately. People who bully are often motivated by knowing they have upset their target. Don't let them know they have upset you, and you have taken away half their "fun". Easier said than done when it's face-to-face, but if it's on your mobile or the internet - easy!

- Never reply to harassing messages.
- Keep a record. Save any harassing messages and record the time and date that you received them.
- Advise your Service Provider. Most service providers have appropriate use policies that restricts users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.
- Can report any cyber abuse to the eSafety Commissioner via the website <https://www.esafety.gov.au/report>
- Report to police. If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it's a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person.
- Tell an adult you trust. This can be a teacher, parent, older sibling, or grandparent - someone who can help you to do something about it.

For further information and support, you can access the eSafety Commissioner: <https://www.esafety.gov.au/>

Resources

The Australian Curriculum provides the framework for our college's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education curriculum.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

All behaviour incidents and parent contacts are recorded on the Engage Student Support System. When students are requiring additional support, Children Achieving Success Team (CAST) meetings are held. A CAST meeting is usually

facilitated by the appropriate STIE and includes a student's teachers and support staff.

Data (Engage and BI Tool) is analysed by Leadership, Middle Leaders, Pastoral Care teachers and data is shared with staff during staff, phase specific, year level meetings each term as appropriate.

Attendance records are used as a useful data source to support wellbeing and support plans for those students who need a more targeted approach to attendance. For further information, our Attendance Policy can be found on the parent portal.

Appendix

Appendix A - Behaviour Definitions - Minor Behaviours

Descriptor	Definition	Example
-------------------	-------------------	----------------

Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted, and easily diverted experimentation.	Green light behaviours
Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty started learning task, continuing on task, or completing learning tasks

Appendix A - Behaviour Definitions - Major Behaviours

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

Descriptor	Definition	Example
Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling, or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment

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

References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behaviour Support: Evolution of an applied science. *Journal of Positive Behaviour Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). Check and Connect- Implementing with Fidelity. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem Behaviour in schools. New York: Guilford Press.
- Greene, R.W. (2014). Lost at school: Why our kids with behavioural challenges are falling through the cracks and how we can help them. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behaviour support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behaviour support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice, and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behaviour support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step-by-Step Guide to Solving Academic and Behaviour Problems*. New York: Sophis West.

Relevant Brisbane Catholic Education Policies

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

Approver: Principal

Issue date: 23/1/2026

Next review date:

November
2026