

# Holy Spirit School, New Farm

## Student Behaviour Support Plan - 2026 -



# Holy Spirit School

## NEW FARM

*"In the same way, let your light shine before others,  
so that they may see your good works."*

Matthew 5:16

# HOLY SPIRIT SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN



Holy Spirit School  
NEW FARM

## School Mission and Vision - *Teach Challenge Transform*

At Holy Spirit School, we teach, challenge and transform each of our students to thrive as creative, confident, active and informed learners empowered to shape and enrich the world around them. Founded on our school vision of ever growing, ever learning, Behaviour Learning at Holy Spirit, is an educational process supporting our students to develop responsibility for their own behaviour and awareness of its association with learning, social competence and positive relationships.

As a Catholic Christian community, founded by the Sisters of Mercy, our Mission is to foster a love of learning that allows everyone to flourish in a contemporary world. Guided by Christ's mission and vision, our students are nurtured in an inclusive, Catholic Christian community to live the Gospel of Jesus Christ.

Behaviour Learning at Holy Spirit nurtures the holistic development of all students. Behaviour support is an integral part of all learning and teaching experiences, where learning becomes rich, real and relevant, promoting diversity, experience connectedness and an educational environment where all members feel valued and safe.

It is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, at Holy Spirit we seek to develop throughout the school community, right behaviours and respectful relationships that are infused with Gospel and Mercy values of belonging, service, faith, compassion, and respect.

The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students:

- *Quality relationships and partnerships between all community members*
- *A commitment to justice and service by identifying and eliminating barriers that hinder students' participation and achievement*
- *Inclusive learning and teaching responding to the diverse needs of students*
- *Formation in self-discipline, reciprocal responsibility and social conscience*
- *Effective networks of care across the community*
- *Whole school organisational structures to support student formation and redirection*
- *Grievances and appeals, reconciliation and restoration*

*Holy Spirit's Student Behaviour Support Policy* is designed to create and maintain safe and orderly learning and teaching environments that facilitates positive student behaviour within our school community.

## Holy Spirit's School Mission

Through the spirit of Catherine McAuley, our school fosters a love of learning that allows us to flourish in a contemporary world.



## Holy Spirit's School Vision

*"Ever learning, ever growing"* – our Holy Spirit shines in an inclusive Catholic culture.

## Holy Spirit's School Values

Holy Spirit School is a Christ-infused educational community founded on the Mercy tradition. Our underlying Mercy values of faith, respect, belonging, service and compassion, invite each of our community members to take up the challenge to enact Christ's mission and vision, serving to promote the dignity and uniqueness of each community member to foster their intellectual, spiritual, emotional, behavioural, physical, and social wellbeing.

**Faith**

**Respect**



**Belonging**

**Service**

**Compassion**

*The Mercy Cross is based on the cross designed by Catherine McAuley and has a white cross in the middle of a dark-coloured cross. Catherine chose this to be the symbol of the Sisters of Mercy because of her deep love for Christ.*

## Our School Context

New Farm's origins begin with the convict days of Brisbane colony. The area was used, some 400 acres to cultivate maize, potatoes, pumpkins and the like. The area became known as the new farm and ultimately was named, New Farm. The first buildings in New Farm appeared in 1847.

In 1923, when a house was brought to be used as a Mass centre, New Farm began to be developed as a part of the Valley Parish. Holy Spirit Church was opened on 1<sup>st</sup> June, 1930. The Sisters of Mercy who had a presence in the area through All Hallow's School, quickly came to the parish.

Holy Spirit School, with Sister Mary Benigna in charge, opened on Monday 7<sup>th</sup> July, 1930. The school opened with seventy-nine students. Over the past years, Holy Spirit School has grown and developed into a modern place of contemporary learning.

Holy Spirit School is a co-educational inner-city primary school that prides itself on our inclusive, vibrant, welcoming community, where each student is celebrated for their unique gifts and talents. With an enrolment of 280 students, our experienced educators nurture positive relationships with our students, families, and wider community. At Holy Spirit, each student is known and celebrated. This personalised approach creates supportive learning environments where quality teaching and learning supports the personal growth of each community member based on Christian values.

As a vibrant inner-city school, Holy Spirit embraces Catholic Education in a contemporary, multifaith, pluralistic society. A diverse mix of cultures and differing religious faiths are welcomed and celebrated. Parent partnerships are highly valued, where supportive and involved Parents and Carers work alongside the school in our commitment to providing safe and engaging learning environments.

At Holy Spirit we believe that:

- *Learning is inextricably linked with living life to the full;*
- *Learning is personal and relational;*
- *Learning is visible, active, and interactive;*
- *Every learner is a lifelong learner, with a desire to search for truth and do what is right, is accountable for choices and responsible for actions;*
- *Every learner can achieve success in life and learning where diversity is valued; and*
- *Shared wisdom contributes to decision-making that enriches and enlivens our world.*

### Consultation and Review Process

Holy Spirit School developed this Behaviour Support Policy in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board, and distribution of the draft policy for comment and review. In 2021 and 2022, Holy Spirit's Behaviour Support Policy was comprehensively reviewed and published to the community. This included revisiting the language used in behaviour expectations, student voice to articulate and create a whole-school consistent language approach, and the creation of a new behaviour matrix. A further review was undertaken by the Holy Spirit School Leadership Team in 2023.

At Holy Spirit, behaviour is a learning. Similar to the teaching and implementation of the Australian Curriculum and Religious Education Curriculum, school data is regularly collected

and analysed to support responsive actions in promoting positive behaviour for learning and embedding whole-school consistent practices and clarity on effective evidence-based behaviour support.

## **Section A: Our Student Behaviour Support Systems**

### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

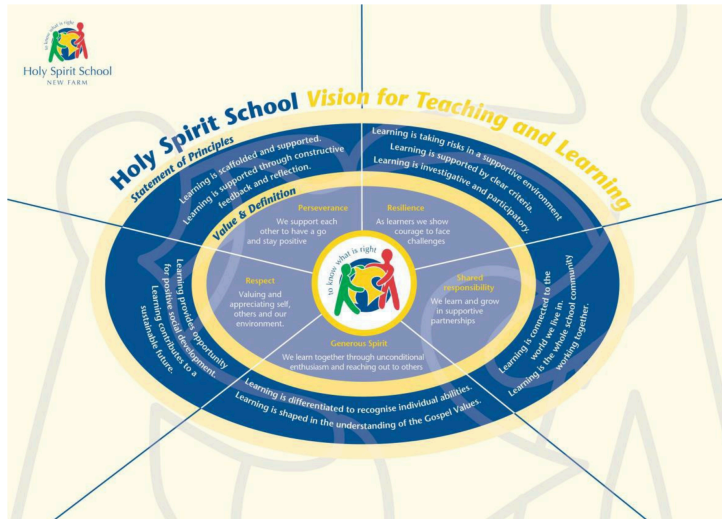
Student behaviour support is at the core of business for all teachers. At Holy Spirit, we believe effective learning and teaching is supported through fostering positive learning environments. Our beliefs about teaching and learning social at school, unify our comprehensive approach and direct our actions in supporting all our students.

Behaviour Learning begins in the classroom, with explicit, clear, and structured support with each individual student. At Holy Spirit we believe that:

- *Every student is made in the image and likeness of God*
- *Every student is inspired by the spirit and responds with passion and creativity to life*
- *Every learner seeks to find meaning in life and learning*
- *Every learner brings a rich diversity to our school community, where they are supported in their life journey, and we respond creatively and flexibly with a futures orientation to ensure the dignity and justice for all community members*
- *Behaviour is a learning*
- *Teaching is relational, visible, explicit and responsive, creating quality and excellence for all learners*
- *Learning thrives in welcoming, disciplined, safe and supportive classroom environments, through the promotion of positive teacher and student relationships*
- *Teachers hold high expectations for academic achievement and behaviour choices, promoting excellence in the holistic development of all learners*

At Holy Spirit School we create conditions for each learner to progress towards their personal development of perseverance, resilience, respect, shared responsibility and a generous spirit. Our school aims to develop the whole person – *intellectual, emotional, physical, social and spiritual*. This is undertaken in an environment of care and support, with a concept that learning is enjoyable and motivates students. We believe that the learning environment we establish nurtures our students' unique gifts and talents.

Holy Spirit's Vision for Teaching and Learning, supports all students to "*know what is right.*" Our school motto supports all students in their Behavioural Learning. Positive behaviours are fostered through effective learning in a safe, supportive and productive learning environment, where all students are supported to thrive, grow and progress, in a safe, respectful and responsible learning culture.



(Holy Spirit's Vision for Teaching and Learning)

At Holy Spirit, each community member follows three overarching rules:

1. *Be Safe*
2. *Be Responsible*
3. *Be Respectful*

Holy Spirit's "Our Spirit Shines When We" Behaviour Support Matrix and S.P.I.R.I.T Restorative Process ensures expectations, consistency, fairness and engagement support all learners in their holistic development. Brisbane Catholic Education's Learning and Teaching Framework and Model of Pedagogy, provide scaffolded frameworks to support teachers and students with beliefs and common philosophies about learning and teaching, and effective practices to support all students with their Behaviour Learning.



(Brisbane Catholic Education's Learning and Teaching Framework;  
Brisbane Catholic Education's Model of Pedagogy)



(Holy Spirit's "Our Spirit Shines When We" Matrix; Holy Spirit's S.P.I.R.I.T Restorative Processes)

Behaviour Learning at Holy Spirit is multifaceted. To support students our commitment includes:

**As School Leaders we will:**

- Establish and communicate clear expectations concerning the use of effective pedagogical practices throughout the school
- Demonstrate a strong conviction on teacher impact as having the greatest effect-size of improving student outcomes
- Actively promote evidence-based research into pedagogical practices in response to student need
- Support teachers with identifying levels of behaviours, including Tier 2 and Tier 3 supports
- Working alongside teachers to collaboratively plan and implement supports to improve the holistic development of all students

**As Teachers we will:**

- Ensure positive relationships are at the core of everything that we do
- Take time to know our learners and how to best support their individual needs
- Teach the Australian National Curriculum and Religious Education Curriculum through current evidence-based pedagogical practices
- Create learning environments supportive and conducive to successful learning where our students feel nurtured and challenged to be confident and competent learners
- Work alongside students to build their self-efficacy and belief to see themselves as learners
- Explicitly teach and reinforce positive behaviours through modelling and discussion
- Use behaviour data to analyse and identify functional behaviour to assist in devising and implementing plans to support our learners
- Use ENGAGE to track and monitor student behaviour supports required
- Provide ongoing feedback to support students and articulate Holy Spirit's language on the Our Spirit Shines When We Matrix and S.P.I.R.I.T Restorative Process to ensure consistency and clear expectations

## Our Students will:

- “Ever grow and ever learn” by being safe, respectful and responsible
- Be engaged in their learning
- Take responsibility for their actions
- Act with care towards each other, exhibiting our Mercy Values
- Respect the environment
- Be able to articulate positive choices to support them with their learning
- Know, understand and demonstrate positive behaviours as modelled and discussed in Holy Spirit’s “Our Spirit Shines When We” Matrix throughout the school

## 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 assist students to access learning – academically and socially - at all stages of development throughout their education.

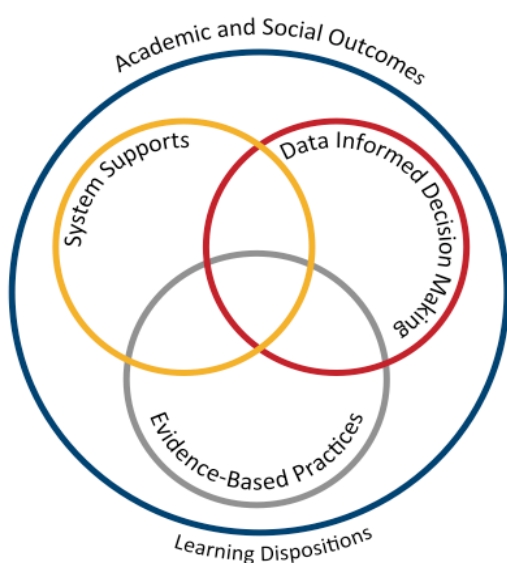


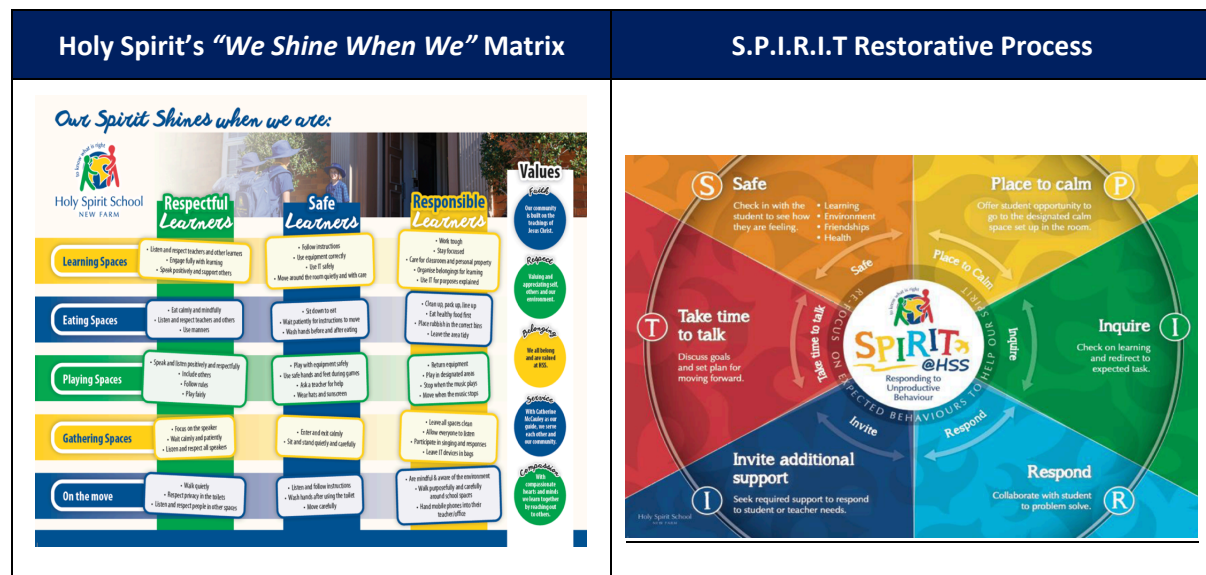
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

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

## Positive Behaviours 4 Learning

Extensive consultation with all members of the community has occurred to implement Holy Spirit's "Our Spirit Shines When We" Behaviour Support Matrix and S.P.I.R.I.T Restorative Process. The matrix and S.P.I.R.I.T Restorative Process is outlined below:



## Continuum of support and key features

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

### Tier 1 - Universal Supports:

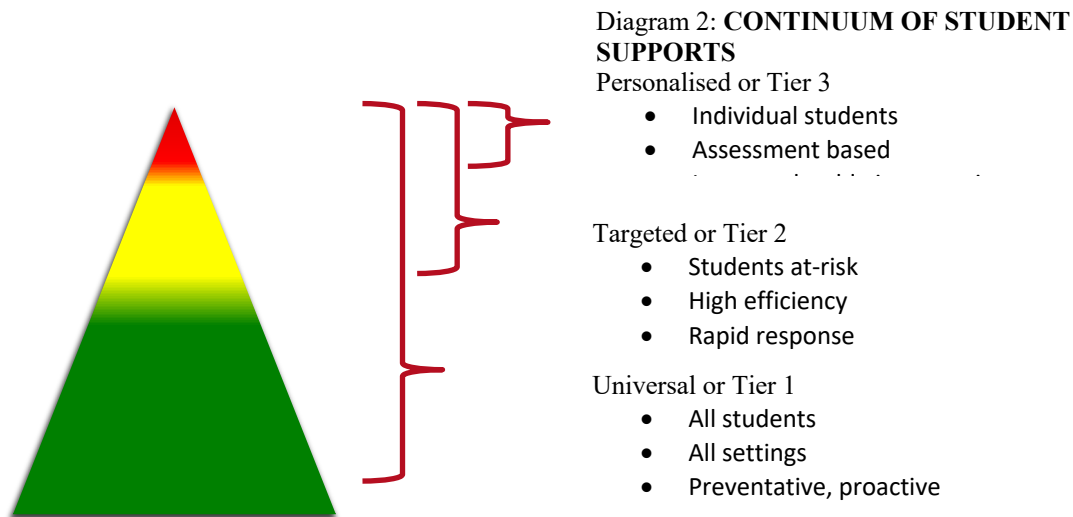
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

### Tier 2 - Targeted Supports:

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

### Tier 3 - Personalised Supports:

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



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

### Targeted and Individual Supports Team

Student Support Team members meet regularly each week to monitor student supports required through analysis of data on ENGAGE and conversations with teachers. Formal Student Support Team forms are completed by teachers as the process to identify, discuss and make recommendations on further supports required. Holy Spirit's Student Support Team consists of the school Principal, APsRE, PLL/ST:iE and Guidance Counsellor.

### Professional Learning

Regular professional learning is embedded into annual professional learning plans to ensure consistency and refine practices in supporting students.

A team from Holy Spirit attended Universal Supports and Tier 1 and 2 supports Professional Learning provided by BCE. Our Holy Spirit Student Support Team works closely with BCE Education Officer – Student Behaviour Support. The whole staff has been provided with Professional Learning through Professional Development Twilights presented by EO – SBS. Professional learning in the area of student behaviour support will continue as the need

arises. Members of the PB4L team at Holy Spirit worked directly with BCE staff to develop our PB4L Plan, relevant flow charts and Professional Learning needs.

## 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 school expectations outline our school rules centred on “*Our Spirit Shines When We*” are:

- *Respectful Learners*
- *Responsible Learners*
- *Safe Learners*

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. (Refer to Appendix B)



Additionally, clarity across our school with students, staff and parents, support our students during the implementation of our *S.P.I.R.I.T Restorative Process*. (Refer to Appendix C)



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:

<https://v9.australiancurriculum.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.

This may be done using some or a combination of the following:

- *Explicit teaching and consistent follow-up of school expectations*
- *Gradual Release of Responsibility*
- *Implementation of the BCE model of Pedagogy*

- *Implementation of Holy Spirit’s S.P.I.R.I.T Restorative Process. – a restorative wheel to assist students make good choices both in the playground and classroom (See Appendix C)*
- *Review and Response meetings*
- *Reinforcing positive behaviours*
- *Developing and teaching appropriate routines – “First 20 Days of Learning”*
- *Displaying the vision for learning and mission statement clearly*
- *Displaying the school-wide expectations e.g. Holy Spirit’s “Our Spirit Shines When We” Behaviour Support Matrix and S.P.I.R.I.T Restorative Process for behaviour support*
- *Using explanations of the school and classroom rules (i.e: looks like, sounds like, and feels like) with reference to Holy Spirit’s S.P.I.R.I.T Restorative Process*
- *Giving appropriate feedback and feeding forward about unproductive behaviours*
- *Applying appropriate responses for meeting and not meeting behaviour expectations (Leadership intervention and Student Support Team Meetings as required)*
- *Consultation with Holy Spirit’s Guidance Counsellor*
- *Filtering behaviour in terms of curiosity, development, age, individual needs*
- *Explaining why a behaviour is expected or a consequence is necessary*
- *Empowering students to take responsibility for their actions*
- *Being flexible to allow for unforeseen circumstances or children with needs*
- *Maintaining effective communication and sharing a common language about behaviour with all members of the school community (parents/caregivers, teachers, school officers and support staff)*

### **3. Feedback: Encouraging Productive Behaviours for learning**

#### **Tier 1 Universal Supports:**

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Terrific in the Playground Green Tickets	Clear classroom expectations
Development of Class Covenants	Points system for class reward
Class of the Fortnight Awards	Principal Awards
Catherine McAuley Student Mentor Awards	Student Happy Grams informing Parents and Carers of student successes

## **Tier 2 Targeted Supports:**

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

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

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

- Check in-Check out with members of Holy Spirit's Leadership Team – (Principal, APsRE, PLL/ST:IE). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, Leadership Team (Principal, APsRE, PLL, ST:IE), and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups run by Holy Spirit's Guidance Counsellor. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group. Whole class and small group social skill building workshops are held by the guidance councillor throughout the year. Additional lunch time clubs are held each day throughout the week and include sport, singing and dance, Lego, skipping and a maker space.

## **Tier 3 Personalised Supports:**

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

Personalised supports currently on offer at the school include:

- *Designing an Individual Behaviour Support Plan*
- *Functional Behavioural Assessment with associated plan in consultation with Parents and Carers*
- *Pro-active, Collaborative Problem-Solving process with students, teachers, parents and Leadership Team*
- *Guidance Counsellor support services*

- *Student Support Team case management - planning and implementation of individualised support plans and monitoring data*
- *Partnerships with outside support agencies and specialists*
- *Check and Connect Mentoring Program*

#### **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:

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology
Supervised calm time in a safe space outside of the classroom - school office	Work it out together plan – teacher and student	Student contributes back to the class or school community
Set limits	Teacher – student – parent meeting	Restorative conversation
Individual crisis support and management plan	Teacher – student – leadership conversation	Restorative conference

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice,

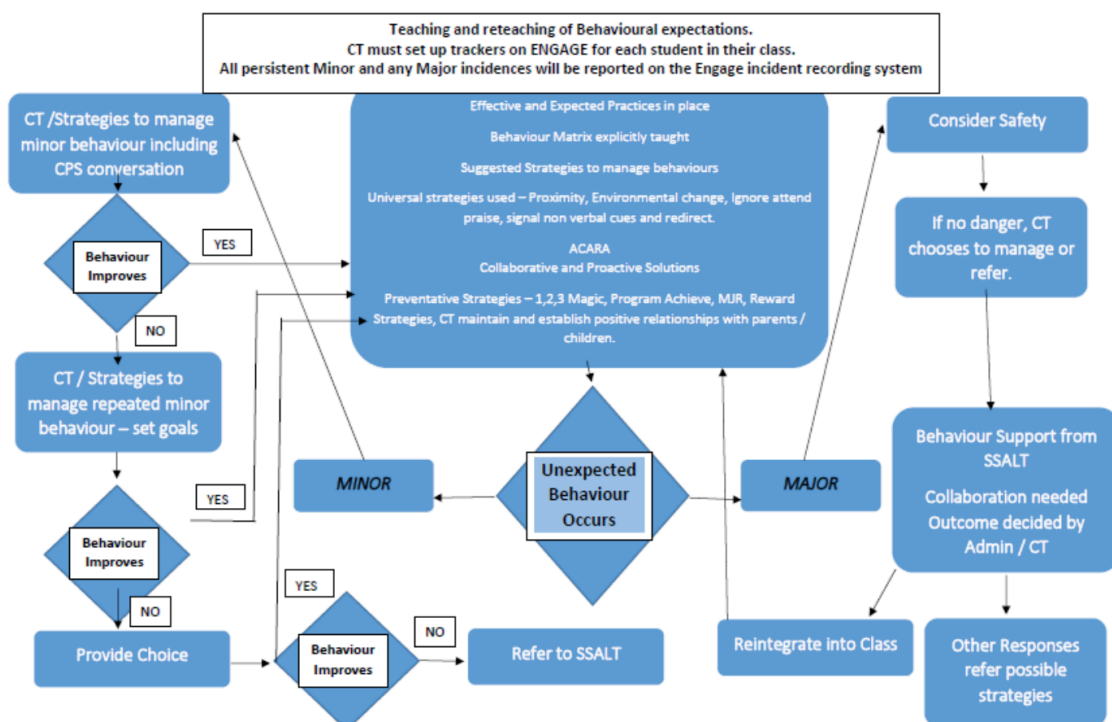
reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill, and making amends for behaviour that impacted others.

Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though responses for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting and the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'time out' is to provide an opportunity for a student to deescalate their own behaviour.

For Major Behaviours, including behaviour that: is more serious or a chronic disruption, raises concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership Team that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

### PB4L Flow Chart – Demonstrating responses to unexpected behaviours



## Possible Consequences for Unexpected Behaviour

**Teacher present at time of unexpected behaviour is responsible for co-ordinating records on ENGAGE.**

Behaviour may include but not limited to	Possible strategies to manage unexpected behaviour	Managed by
<p>Minor incidents of unexpected behaviour may include:</p> <ul style="list-style-type: none"> <li>• Ignoring instructions</li> <li>• Lateness to class</li> <li>• Littering, swearing, incorrect uniform, hat and jewellery transgressions</li> <li>• Out of bounds</li> <li>• Disrespect for school/other's resources</li> <li>• Disruption of teaching and learning (<i>calling out, interrupting</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Re-direct - Reminder of expected behaviour – <i>Holy Spirit's Our Spirit Shines When We Matrix</i></li> <li>• Re-teach</li> <li>• Proximity</li> <li>• Ignore/Attend/Praise</li> <li>• Provide choice</li> <li>• Student Conference</li> <li>• Withdrawal from activity (<i>thinking/de-escalation time</i>)</li> <li>• Signal non-verbal redirection</li> <li>• Designated seating</li> </ul>	<p>Teacher</p>
<p>Persistent unexpected minor behaviour may include:</p> <ul style="list-style-type: none"> <li>• Repeated minor behaviours</li> <li>• Repeated defiance</li> <li>• Inappropriate use of technology – any electronic device and school internet</li> <li>• All forms of harassment (<i>including the use of technology</i>) – repeated name calling, teasing, derogatory comments</li> <li>• Strong verbal abuse towards students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the <i>S.P.I.R.I.T Restorative Process Wheel</i></li> <li>• Student will return to class at the discretion of Leadership</li> <li>• A monitoring program such as Behaviour Support Plan for the playground or Check-In Check-Out</li> <li>• Restorative conversation between teacher/student</li> <li>• Withdrawal from activity and/or co-curricular activity (<i>de-escalation/reflection time</i>)</li> <li>• Parent contact</li> <li>• Conversation with parents/carers recorded in ENGAGE</li> <li>• Record on ENGAGE</li> </ul>	<p>Teacher/Parent Leadership Team</p> <p><b>Leadership is to be informed of persistent minor incidents.</b></p> <p><b>All repeated minor incidences need to be recorded into ENGAGE.</b></p>

<p><i>Major incidents – unexpected behaviours at this level could include:</i></p> <ul style="list-style-type: none"> <li>• Continued behaviours above</li> <li>• Stealing</li> <li>• Physical and/or verbal aggression toward students or staff</li> <li>• Intimidation and/or harassment of students or staff (<i>including the use of technology</i>)</li> <li>• Vandalism</li> <li>• Truancy</li> <li>• Smoking</li> <li>• Vaping</li> <li>• Sexual harassment</li> <li>• Pornography</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call to the Office – Leadership to withdraw student from class.</li> <li>• Student will return to class at the discretion of Leadership staff</li> <li>• Collaborative conversation (Teacher/ Support Team/Parent/Principal)</li> <li>• Parent interview</li> <li>• Review of Individual Behaviour Plan</li> <li>• Withdrawal from, on and off campus activities (<i>at Leadership discretion</i>)</li> <li>• Suspension</li> <li>• Referral to outside agency</li> <li>• On return from suspension a re-entry to school meeting occurs with student, parents/carers and School Principal</li> <li>• Record on ENGAGE</li> </ul>	<p>Teacher/Parent Leadership Team</p> <p>All Major incidences need to be recorded onto ENGAGE.</p>
<p>If above unexpected behaviour persists or includes:</p> <ul style="list-style-type: none"> <li>• Extreme or continued behaviours above</li> <li>• Possession of drugs</li> <li>• Supply of drugs</li> <li>• Possession and/or use of a weapon</li> <li>• Violent assault</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Interview</li> <li>• Review of Individual Support Behaviour Plan – including outside agency where appropriate</li> <li>• Withdrawal from, on and off campus activities (Leadership discretion)</li> <li>• Suspension</li> <li>• Police notification</li> <li>• Recommendation for exclusion</li> <li>• Record on ENGAGE</li> </ul>	<p>Teacher Parent Leadership Team Outside agency</p>

## **5. BCE Formal Sanctions**

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective), or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied.

The following formal sanctions at Holy Spirit School follow the BCE Student Behaviour Support Guidelines:

### **Detention Process**

At Holy Spirit, detention takes the form of time off the playground or time completing schoolwork outside of the classroom. During this time, students are supervised by a member of staff in a designated area that is age appropriate and suitable to the needs of the students at the time. It is an expectation that this time be used to repair relationships, use restorative practices and conversations, make plans for appropriate behaviour and rehearse alternative behaviours.

### **Suspension Process**

Where a situation becomes serious or demands an immediate response, a student may be suspended for the shortest time necessary. Suspension is the temporary, full-time or part-time withdrawal of student's right to attend school and/or school related functions for a defined period of time. The school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focussed re-engagement strategies. The school and parent/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. A re-entry process led by the Principal/APsRE takes place prior to the student returning to school.

### **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. 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 all Brisbane Catholic Education schools.

In extreme circumstances, the Principal may, in consultation with the Senior Leader – Progress and Performance, make a submission to the Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head of School Progress and Performance, will in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

## Appeals

Students and parents and caregivers are entitled to a process of appeal. Appeals are to be made in writing. This process is outlined in the BCE Behaviour Support guidelines and aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a>
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

## 6. Bullying and Cyberbullying – information, prevention, and school/college responses

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (*inclusive of victimisation of students with disability and their associates*).

Holy Spirit School promotes a positive culture that enables all members of the school community to feel safe and supported, and free from the fear of bullying, harassment, intimidation and victimisation.

The reporting of bullying and harassments is actively encouraged by all staff members through presentations on assembly, communication through School Newsletters and Parent Evening Sessions. Regular open communication with parents and staff is encouraged and promoted.

Incidents of bullying and harassment is recorded in ENGAGE and dealt with by members of the Leadership team. Information is monitored by the Student Support Team and followed up.

### Monitoring and Checking In

As a Catholic School, we are called to live by the values of the Gospels and with Jesus as our model. Jesus calls us to, *“love one another as I have loved you”* and to, *“love your neighbour as yourself.”*

Our School Vision Statement proclaims that our school, works in partnership with parents and the community to develop Christian character and individual excellence. Therefore, at Holy Spirit, we believe that all members of our school community should develop a high standard of courtesy and care for each other. Each member of our school community should be:

- *treated with dignity and respect*
- *able to feel safe*
- *able to learn free from anxiety and fear.*

### **What is Bullying?**

The national definition of bullying for Australian Schools states:

*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.*

### **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 No Way!* to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Bullying has three main features:

- *It involves a misuse of power in a relationship*
- *It is ongoing and repeated, and*
- *It involves behaviours that can cause harm.*

<https://bullyingnoway.gov.au/understanding-bullying>

## **1. Understanding Bullying and Harassment**

Professional learning on bullying for students, parents and teachers outlines bullying as:

- *A misuse of power*
- *Ongoing and repeated*
- *Behaviours that can cause harm*

Regular discussions with students and modelled dramatisations provide students with the language and skills to identify and report acts of bullying. Professional Learning is scheduled into the annual Professional Learning Plan to support teachers with developing their knowledge and ways to effectively respond. Celebration of *Bullying No Way Day* occurs annually in March to promote awareness.

## **2. Teaching About Bullying and Harassment**

Students are informed on how to identify if bullying occurs. Behaviours that do not constitute bullying include:

- *mutual arguments and disagreements (where there is no power imbalance)*
- *not liking someone or a single act of social rejection*
- *one-off acts of meanness or spite*
- *isolated incidents of aggression, intimidation or violence.*

However, these conflicts are addressed and resolved.

## What do Bullies Do?

In supporting students, they are informed on how to identify an act of bullying as taking many forms including:

*Verbal:*

- *put downs, name-calling, threatening others, teasing, gossiping, racist remarks, hurtful or ongoing phone calls.*

*Physical:*

- *hitting, kicking, pushing, holding, tripping, non-verbal, taking or damaging belongings, extortion, spreading nasty rumours, excluding others from the group.*

## 3. Responding to Bullying and Harassment

### What can students do when they are bullied?

Students at Holy Spirit School are explicitly taught to respond to bullying by:

- Ignore it and walk away confidently and calmly
- If this doesn't work, ask the person or group to stop - *Be assertive but not aggressive*
- If it continues, REPORT IT! You can report it to:
  - *parents*
  - *friends*
  - *class teacher*
  - *a teacher you are comfortable with*
  - *an older student*
  - *Principal*
  - *APsRE*
  - *PLL*
  - *ST:iE*
  - *Guidance Counsellor*

**Feeling Safe Posters** are displayed around the school as reminders to support students in reporting any incidents of bullying and identifying who they can turn to for support.

## Holy Spirit's Student Protect Contacts Poster



### What will the School Do?

Social capabilities are taught as part of the implementation of the Australian Curriculum throughout all learning opportunities. Parents, students, and staff are encouraged and supported to report any forms of bullying to the Leadership Team.

All reports of bullying will be dealt with and recorded using the ENGAGE Program. All staff will be responsible for recording all instances of bullying which they are involved with monitoring.

When a report occurs, the following procedure will be followed:

1. At Holy Spirit School, a "no blame" approach and process will be used in the first instance. Those involved will be interviewed and made aware of the bullying and the school's policy on bullying. At this stage, there may not be any punishment and parents may not be notified.
2. Continued bullying would result in the student or students being involved in specific explicit support and consequences set dependant on the age of the student. Parents would be notified, and the Student Support Team would also be involved.

3. *A further incident may result in a period of suspension and the establishment of a behaviour contract with the student or students on their return.*
4. *Further instances may result in exclusion from the school.*

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

- **Listen** carefully and calmly, and document what the student tells you. *(Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).*
- **Collect** information, document, and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and 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.

### **Preventing Bullying and Harassment**

At Holy Spirit School we plan for a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:

1. *Student Whole-School Assemblies:* Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. *Staff Communication and Professional Learning:* Staff will be supported with professional learning that provides evidence-based ways to encourage and teach

positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. This includes eSafety Commission Virtual Classroom webinars and Be an eSafe kid: connect, reflect, protect.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. As part of the Staff Induction Process, new staff are educated on *Holy Spirit's Our Spirit Shines When We Matrix* and *S.P.I.R.I.T Restorative Process*, and Student Support Contacts. Scheduled professional learning occurs throughout Staff Meetings, supporting consistent practices and updating staff on correct policies and procedures. ENGAGE training and data analysis, Functional Behaviour Analysis, and *S.P.I.R.I.T Restorative Processes* are continuously reviewed.
5. *Communication with Parents*: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

#### **Key contacts for students and parents to report bullying:**

Bianca Murphy	Principal	3358 2344
Veronica King	APsRE	3358 2344
Gabrielle Yates	PLL/ST:iE	3358 2344
Kelly O'Brien	Guidance Counsellor	3358 2344

#### **Cyberbullying**

Cyberbullying is treated at Holy Spirit School 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 involves the use of technology to harass, intimidate, humiliate, or threaten a child or young person. These technologies include social networks, instant messaging, and email.

Cyberbullying can occur in many ways, including:

- *Posting nasty comments*
- *Using intimate images to humiliate someone*
- *Threatening violence*
- *Misusing someone else's social media account*
- *Creating fake accounts to harass or intimate others*
- *Sharing upsetting images or videos*
- *Making unwanted and persistent contact with someone online.*

Brisbane Catholic Education schools are committed to ensuring the young people in our schools are safe and protected from harm of all kinds, including self-harm such as sexting.

The increasing incidence of sexting or image-based abuse illustrates what happens when students lack the ability to make judgements about what constitutes right behaviour. The ability to know right from wrong, and to make sound ethical decisions, does not arise intuitively or happen by accident.

Teaching young people how to make responsible decisions is embodied in the Church's teaching that, *"the dignity of the human person implies and requires uprightness of moral conscience"* (Catholic Church, 1976). For, *"at the heart of all Catholic moral and social teaching is a single fact: the respect given to an individual human person must always be first and must govern every law and action so that the person's life and dignity is always and everywhere protected and defended"* (Kagan, 2012).

Brisbane Catholic Education has a responsibility to intentionally foster the capacity of young people to know how to: *respect themselves and others; connect with others in just and loving ways; make decisions based on an informed conscience; and manage the changing states of relationships that in no way diminishes themselves or others.* This learning offers young people a moral and ethical framework that can guide them in making responsible, loving and just choices, including how to use and not misuse the technology that they are surrounded with.

### **Cyber Safety School Response Process**

The online world is now a part of our education and entertainment environment, but it needs to be a safe and secure place for our students.

Staff can assist by promoting discussions about the importance of online behaviours and protecting a student's digital footprint and by reporting cyberbullying and getting inappropriate material removed.

The steps below are a general guide for a response process for incidents of reported cyberbullying:

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Ensure that the student is safe.
3. Collect additional information/evidence and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the ENGAGE Student Support System.
4. Contact appropriate school personnel (*may include the school Guidance Counsellor*).
5. Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour affecting themselves or another student? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If you are uncertain whether the incident is a criminal offence, contact the Legal Counsel team at BCE.
6. Report the incident to the police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. If the matter is not urgent use the reporting facility on the eSafety Commissioner site, or Australian Cybercrime Online reporting Network's (ACORN) reporting tool. The incident may also be entered into the Student Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.
7. Respond and provide supports. This may include assisting the student to have the inappropriate behaviour removed. For assistance with this see the resources at the social media safety centre and/or involve school or BCE Information Services staff.
8. Contact the parents informing them of the incident and your course of action.
9. Follow up with parents and students at a designated time in the following weeks or months.

## **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 ENAGAGE database.

Regular, scheduled analysis of ENGAGE data supports teachers to track, monitor, and add proactive supports to provide students, teachers, and parents with appropriate supports needed. Informed decisions regarding student supports is made during weekly Student Support Meetings, involving the Principal, APsRE, PLL/ST:iE, Guidance Counsellor, and classroom teachers. Holy Spirit School values the importance of parent and school partnerships to work together to support each student. Parents are included in the behaviour support process. Prioritised students are provided with Targeted and/or Personalised supports.

ENGAGE data analysis occurs across the school at Staff Meetings to ensure consistent practices in Holy Spirit's Behaviour Support. Behavioural Transition Plans are created in response to support the student, classroom teachers, and parents as required. Regular communication between the school and home is encouraged to work in partnership to support student needs.

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# APPENDIX

## Relevant Brisbane Catholic Education Policies

- *BCE Student Protection Processes*
- *Management of Drug Related Incidents*
- *Management of Weapons in Schools*
- *Code of Conduct*
- *Student Attendance policy*
- *Student Diversity and Inclusion policy*
- *Student with Disability policy*
- *Student Behaviour Support policy*
- *Student Behaviour Support procedure*
- *Student, Parent and Guardian Complaints Management policy*
- *Student Wellbeing Policy*

## Appendix A - Behaviour Definitions

### ○ Minor Behaviours

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

○ Major Behaviours

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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person’s property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.
<b>11</b>	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)
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor’s directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>13</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a	Knife, toy gun, gun

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		weapon that through its use is capable of causing bodily harm	
<b>14</b>	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
<b>15</b>	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.
<b>16</b>	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.
<b>17</b>	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
<b>18</b>	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

# Appendix B – Holy Spirit’s Our Spirit Shines When We Matrix

*Our Spirit Shines when we are:*

	Respectful Learners	Safe Learners	Responsible Learners
Learning Spaces	<ul style="list-style-type: none"> <li>Listen and respect teachers and other learners</li> <li>Engage fully with learning</li> <li>Speak positively and support others</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Use equipment correctly</li> <li>Use IT safely</li> <li>Move around the room quietly and with care</li> </ul>	<ul style="list-style-type: none"> <li>Work tough</li> <li>Stay focussed</li> <li>Care for classroom and personal property</li> <li>Organise belongings for learning</li> <li>Use IT for purposes explained</li> </ul>
Eating Spaces	<ul style="list-style-type: none"> <li>Eat calmly and mindfully</li> <li>Listen and respect teachers and others</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Sit down to eat</li> <li>Wait patiently for instructions to move</li> <li>Wash hands before and after eating</li> </ul>	<ul style="list-style-type: none"> <li>Clean up, pack up, line up</li> <li>Eat healthy food first</li> <li>Place rubbish in the correct bins</li> <li>Leave the area tidy</li> </ul>
Playing Spaces	<ul style="list-style-type: none"> <li>Speak and listen positively and respectfully</li> <li>Include others</li> <li>Follow rules</li> <li>Play fairly</li> </ul>	<ul style="list-style-type: none"> <li>Play with equipment safely</li> <li>Use safe hands and feet during games</li> <li>Ask a teacher for help</li> <li>Wear hats and sunscreen</li> </ul>	<ul style="list-style-type: none"> <li>Return equipment</li> <li>Play in designated areas</li> <li>Stop when the music plays</li> <li>Move when the music stops</li> </ul>
Gathering Spaces	<ul style="list-style-type: none"> <li>Focus on the speaker</li> <li>Wait calmly and patiently</li> <li>Listen and respect all speakers</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit calmly</li> <li>Sit and stand quietly and carefully</li> </ul>	<ul style="list-style-type: none"> <li>Leave all spaces clean</li> <li>Allow everyone to listen</li> <li>Participate in singing and responses</li> <li>Leave IT devices in bags</li> </ul>
On the move	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Respect privacy in the toilets</li> <li>Listen and respect people in other spaces</li> </ul>	<ul style="list-style-type: none"> <li>Listen and follow instructions</li> <li>Wash hands after using the toilet</li> <li>Move carefully</li> </ul>	<ul style="list-style-type: none"> <li>Are mindful &amp; aware of the environment</li> <li>Walk purposefully and carefully around school spaces</li> <li>Hand mobile phones into their teacher/office</li> </ul>

### Values

- Faith**  
Our community is built on the teachings of Jesus Christ.
- Respect**  
Valuing and appreciating self, others and our environment.
- Belonging**  
We all belong and are valued at HSS.
- Service**  
With Catherine McCauley as our guide, we serve each other and our community.
- Compassion**  
With compassionate hearts and minds we learn together by reaching out to others.

## Appendix C – S.P.I.R.I.T Restorative Process



Approver: Principal – Bianca Murphy	Issue date: 14/02/2025	Next review date: 09/02/2026
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