



St Ursula's College Student Behaviour Support Plan	
Approval Date	September 2025
Review Date	September 2027 (or, as part of MTSS implementation)
Author	Assistant Principal Pastoral Care
Approved By	College Leadership Team

St Ursula's College Student Behaviour Support Plan

Purpose

Catholic schools in the Diocese of Toowoomba provide all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

St Ursula's College is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster life-giving relationships.

This St Ursula's College Student Behaviour Support Plan is designed to facilitate high standards of behaviour, promoting inclusive practices, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Shared values and expectations

At St Ursula's College

- Gospel values are lived, and all members of the school community are valued and treated with dignity and **respect**
- all members of the school community feel **safe**, supported and respected
- students are encouraged and supported to take greater **responsibility** for their own learning and participation as members of the whole school community, developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals
- pastorally caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- formal sanctions including detention, suspension, negotiated change of school and exclusion are considered only when all other approaches have been exhausted, or rejected.

St Ursula's College promotes positive behaviour and high expectations based on respect:

- **Respect for God and the Sacred**
- **Respect for Self**
- **Respect for Others, and**
- **Respect for Community and its Environment.**

Respect for God and the Sacred encourages appropriate behaviour at liturgies, respect for the beliefs of others, respect for times of prayer, a commitment to enter wholeheartedly into the Religious Education program and an awareness of the sacredness of life and of

people.

Respect for Self encourages us to care for our mind, soul and body by striving for balance within our life. We need to accept responsibility for our own actions, be self-confident and honest, have esteem for ourselves, honour our personal giftedness and have pride in our achievements.

Respect for Others encourages a regard for and acceptance of the difference in others – their backgrounds, values, personalities and needs, respect for others' belongings, attention to others; it also encourages respectful, caring and truthful relationships.

Respect for Community and its Environment encourages pride in your College, care for the College environment, respect for people outside the College community, the welcoming and assistance of visitors, co-operation with student leaders, responsibility to all people in positions of authority.

Rights and responsibilities

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

School (principals, teachers and school staff)

- Staff at St Ursula's College are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.

Parents/carers

- Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their daughter's educational progress.
- Parents/carers are also expected to support the school in maintaining a safe and respectful learning environment for all students, staff and other families.

Students

- Students will, with support, be expected to participate fully in the school's educational program and to attend regularly.
- Students will also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Students at St Ursula's College have a **responsibility** to:

- respect the Catholic ethos and values of the College
- respect the dignity and value of self and others
- treat others with compassion and kindness
- be empathetic towards others
- respect the authority of the College
- support College policies and procedures
- uphold the good reputation of the College
- contribute to a positive College culture
- be responsible for their actions and words and understand how they impact others
- act with integrity by being honest, responsible and authentic, and develop increased self-awareness and self-regulation
- wear the College uniform with pride, according to the St Ursula's College Uniform Guidelines and Expectations

- be inclusive and respect diversity
- communicate appropriately and seek to build and maintain respectful relationships with all members of the College community
- ensure that behaviour contributes positively to the opportunity for a quality education for all students
- ensure that behaviour contributes positively towards all members of the College Community (including St Ursula's College staff and those employed by the College)
- engage in the learning process
- seek staff assistance, if necessary, to resolve conflict peacefully
- report inappropriate behaviour or concerns to the appropriate person (this may include any member of staff and/or Student Protection Contact)
- show proper care and respect for College property and the property of others.

Students at St Ursula's College have the **right** to:

- be treated with dignity, respect and compassion
- be successful lifelong learners
- be informed of and understand expected behaviours
- be treated fairly and justly
- A safe and secure environment where St Ursula's College staff (and those employed by the College) prioritise student safety and adhere to professional behaviour standards (See Work-Related Aggression and Violence Policy)
- reach their learning potential in a safe and supportive environment
- be safe
- have a sense of belonging within the College and wider community
- voice an opinion appropriately
- develop respectful relationships with others in the College community
- be an active part of, and contribute positively to the College community
- an individual faith and worship.

Proactive strategies for promoting better behaviour

St Ursula's College has positive strategies for promoting respectful and positive behaviour.

These strategies, as part of St Ursula's College Merici CARE Model, include and are not limited to:

- Pastoral Care Program
- dedicated Wellbeing lessons for students in years 9-12; as well as the embedded Wellbeing and Respectful Relationships components of the Health and Physical Education Program
- buddy system embedded in our Vertical Pastoral Care system linking Year 7 with Year 12
- Wellbeing Wednesday activities
- social skills training
- adapting the curriculum to meet individual needs
- proactive support (preventative teaching)
- individual behaviour interventions (individualised assessments/approaches)
- staff professional development in the Essential Skills for Classroom Management
- offering programs and resources for teaching parents positive support skills
- award recognition for academic, engagement in the learning process and service to the College
- Relevant programs such as 'Building Bridges Program' to support identified students where targeted supports are required

- Inclusive Communities School Officer to strengthen the connection for students and parents from different cultures
- School Counselling team, Career Development Practitioner and Vocational Education Support Officer
- Dedicated check-ins with Head of House with students

Early intervention

St Ursula's College utilises a range of preventative and early intervention strategies to support positive student behaviours. These include:

- defining and teaching whole school expectations
 - A set of behavioural expectations in specific settings has been attached to each of our College rules. The Schoolwide Expectations Teaching Matrix (**refer to Appendix A**) outlines our agreed rules and specific behavioural expectations in all school settings.
- establishing consistent whole-school consequences for inappropriate behaviour (**refer to Appendix B**).
- establishing whole-school procedures for early identification of students experiencing academic and/or behavioural difficulty
- providing whole-school procedures for ongoing collection and use of data for decision-making (**refer to Appendix C**)
- assessing the student early and comprehensively to enable appropriate choice of early intervention strategies
- utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behaviour
- maintaining a flexible approach and considering the functions or reasons for the student's behaviour.

Minor and Major Behaviours

	Minor Behaviour/s	Major Behaviour/s
Response (refer to Appendix B)	Minor inappropriate behaviour is handled by staff members at the time it happens	Major inappropriate behaviour is initially recorded and acted upon by the first responder and immediately referred to Head of House, Assistant Principal, and/or Deputy Principal.
Definition	Minor behaviours are those that <ul style="list-style-type: none"> • are minor breaches of the school rules • do not seriously harm others or cause you to suspect that the student may be harmed • do not violate the rights of others in any other serious way • are not part of a continued pattern of problem behaviour, and do not require involvement of specialist support staff or the Academic Care team 	Major behaviours are those that <ul style="list-style-type: none"> • significantly violate the rights of others • put others/self at risk of harm, and • require the involvement of the school administration team.

<p>Possible Consequences (refer to Appendix B)</p>	<p>Minor problem behaviours may result in the following consequences</p> <ul style="list-style-type: none"> a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion. <p>A re-direction procedure. The staff member takes the student aside and</p> <ul style="list-style-type: none"> names the behaviour that the student is displaying asks the student to name expected school behaviour states and explains expected school behaviour if necessary, and gives positive verbal acknowledgement for expected school behaviour. 	<p>Major behaviours result in an immediate referral to the Academic Care team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member escorts the student to the relevant member of the Academic Care team and completes a negative incident in Sentral.</p>
---	--	---

Bullying (inclusive of cyberbullying)

There is no place for bullying in any school. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to St Ursula's College's goals and efforts in supporting all students.

Bullying behaviours that will not be tolerated includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers, or
- children in care.

Cyberbullying is defined as 'the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend themselves.

- ✓ Our College is committed to promoting responsible and positive use of social media sites.
- ✓ No student will face disciplinary action for simply having an account on a social media site.
- ✓ It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

Targeted student support

At St Ursula's College, early targeted support strategies include

- the teaching and/or building of appropriate behaviours
- the involvement of the classroom teacher/s
- partnerships involving and supporting parents/carers
- the formation of a support team (wrap around') where appropriate
- building networks to access support outside of the school for families and students.

Individual behaviour support plans

Where intensive individual support is required, St Ursula's College will develop a plan, regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of individual behaviour support plans will be recognised and will support the student to achieve the desired behaviour outcome.

Use of consequences and sanctions

At St Ursula's College, consequences for inappropriate behaviour may be determined by individual need and situation.

Refer to Appendix B.

- **Level 1 - Initial or minor behaviour.** Should be handled by the teacher or staff member.
- **Level 2 – Continued minor or moderate behaviour.** Should be handled by the teacher in conjunction with the Head of Faculty or Head of House.
- **Level 3 – Escalated or major behaviour.** Should be handled by the Head of House in conjunction with the Assistant Principal Pastoral Care and/or Deputy Principal. Consequences to be determined by the Behaviour Management Team.
- **Level 4 – Serious or major behaviour.** Should be handled by the Assistant Principal Pastoral Care and/or Deputy Principal and Principal. Consequences to be determined by the Behaviour Management Team.
- All incidents and communication are to be recorded on Sentral and retained on file.
- Appropriate restorative practices, support, and follow-up should take place to ensure lasting positive outcomes

NOTE: Students who engage in very serious behaviours such as a major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from St Ursula's College following an immediate period of suspension, and immediate referral to Police.

Behaviour Management Team

When it is deemed by the College that a student has engaged in wrongful behaviour of a major and/or serious nature, the Behaviour Management Team (BMT) will be convened to:

- consider the behaviour of the student and the implications for the student and the College community
- consider the individual circumstances of the student, and how best to respond
- determine what behaviour management action, within the College's stated processes, is most appropriate
- identify strategies to assist the student, following successful behaviour management, to re-establish her place in the College community
- ensure that decisions of the Behaviour Management Team are implemented and documented
- access any relevant agencies to provide support for people affected.

In arriving at decisions, the Behaviour Management Team aims for consensus. Where this is not achievable, the Principal (or Principal's nominee) makes the decision. Confidentiality should always be honored.

Membership of the BMT may include:

- Principal or her nominee as convenor
- Deputy Principal
- Assistant Principal Pastoral Care
- Head of House
- Assistant Principal Mission & Identity
- Head of Boarding (for Boarding students)
- Indigenous Youth Leadership Program Manager (IYLP) - Smith Family Scholarships
- Community Engagement Officer

Note:

- In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress, or danger to others, it may be necessary to withdraw or suspend the student from the College community, pending a meeting of the Behaviour Management Team. Responsibility for such a decision rest with the Principal or the Principal's nominee.
- Action to suspend or expel a student is a serious matter and will be carried out in a just and equitable manner in accordance with the *Toowoomba Catholic Schools Formal Student Behaviour Sanctions Procedures*.

Use of Time out

'Time out' definition

'Time out' is defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting.

'Time out' purposes

'Time out' is only one of a range of behaviour management options and a proactive strategy used to regulate emotions. The use of 'time out' must be planned and purposeful. It is a method that allows the student's time away from the situation to reflect and regain composure; the outcome of 'time out' should be a reduction in the behaviour. 'Time out' cards will be issued to students who have been approved by the College Guidance Counsellor or a member of the Academic Care team.

When 'time out' is used, all staff, students and parents will be made aware of its intended purpose and procedures.

The regular use of 'time out' for a particular student will be documented and analysed, with a view to reducing the frequency of its use and determining the reason for the behaviour.

Formal sanctions

Formal sanctions include the following

- detention
- suspension
- negotiated change of school
- exclusion.

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with

the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

The TCS Formal Behaviour Sanctions Procedures must be followed by all TCS schools and is included in our College's Student Behaviour Support Plan.

Appendix A: Schoolwide expectations – matrix

Setting	Respect for God and the Sacred	Respect for Self	Respect for Others	Respect for Community & Environment
All Areas	<ul style="list-style-type: none"> - Respect times of prayer - Use sacred spaces appropriately 	<ul style="list-style-type: none"> - Be honest and accountable - Strive for personal growth - Wear uniform with pride 	<ul style="list-style-type: none"> - Use kind words and actions - Listen actively - Be inclusive and cooperative - Speak politely and use friendly language and tone - Tell the truth and accept consequences - Report incidents that diminish our community life - Accept difference in background, values and personality - Respect the belongings of others - Respect teachers and other adults 	<ul style="list-style-type: none"> - Be proud to be a part of our community and let others share this pride. - Defend our community against inappropriate criticism - Keep spaces clean and tidy - Use resources responsibly - Follow school rules and routines - Acknowledge the efforts of others: maintenance staff, canteen staff etc. - Welcome and assist visitors
Classroom and Learning	<ul style="list-style-type: none"> - Honour religious symbols and practices - Enter wholeheartedly into the RE Program which includes retreat days 	<ul style="list-style-type: none"> - Be prepared and organised - Take responsibility for learning - Ask for help when needed - Make good use of time and allows others to learn - Help others learn - Complete tasks as required - Be punctual 	<ul style="list-style-type: none"> - Respect teachers and peers - Work collaboratively - Follow instructions promptly - Give full attention to another when they are speaking, individually or in a group - Actively listen - Respect the views of others - Contribute fairly and cooperate with others 	<ul style="list-style-type: none"> - Care for classroom materials - Recycle and reduce waste - Maintain a focused learning environment
Online	<ul style="list-style-type: none"> - Use digital platforms respectfully during religious activities 	<ul style="list-style-type: none"> - Protect personal information - Use technology responsibly - Avoid distractions 	<ul style="list-style-type: none"> - Communicate respectfully online - Avoid cyberbullying - Credit others' work 	<ul style="list-style-type: none"> - Report inappropriate content - Use school devices ethically - Avoid excessive printing

Playground and activities	<ul style="list-style-type: none"> - Respect prayer spaces and religious statues 	<ul style="list-style-type: none"> - Make safe choices - Engage in healthy discussions and activities - Honour your commitments - Be a good sport, play fairly and be gracious 	<ul style="list-style-type: none"> - Share resources - Include others in games - Resolve conflicts peacefully - Encourage others to express their opinions and use their talents 	<ul style="list-style-type: none"> - Dispose of rubbish properly - Care for gardens and outdoor areas - Avoid damaging property
Gatherings	<ul style="list-style-type: none"> - Participate respectfully in Mass, liturgies and assemblies - Respect the beliefs of others - Show reverence during sacred moments 	<ul style="list-style-type: none"> - Represent the College by your actions and words - Be attentive and engaged 	<ul style="list-style-type: none"> - Applaud appropriately - Sit quietly and respectfully - Follow event protocols - Be positive and sincere in acknowledging the achievements of others 	<ul style="list-style-type: none"> - Leave venues clean - Respect public spaces and facilities - Be courteous to visitors
Privacy and use of bathroom facilities	<ul style="list-style-type: none"> - Respect for the privacy and dignity of others 	<ul style="list-style-type: none"> - Use facilities hygienically - Report issues promptly 	<ul style="list-style-type: none"> - Wait patiently - Respect others' space - Avoid graffiti or vandalism - Respect the good name of others 	<ul style="list-style-type: none"> - Keep area clean - Use water and supplies responsibly - Report damage or misuse

Appendix B: Behaviour Management Procedures

BEHAVIOUR MANAGEMENT PROCEDURES

Incident Level	Staff Directly Responsible	Possible Consequences, not limited to	Information Passed to
Level 1 – Initial/minor Behaviour Examples include but are not limited to: <ul style="list-style-type: none"> Disruptive behaviours E.g. talking in class Failure to complete set work Being unprepared for class Minor insolence Lack of punctuality Chewing gum In possession of mobile phone Inappropriate use of mobile phone Uniform Infringement 	To be managed by the classroom teacher.	<ul style="list-style-type: none"> Re-direction Verbal warning Monitor behaviour Loss of minor privileges Removal for, activity/event Confiscate phone Confiscate inappropriate jewellery Verbal/written reflection and apology Communication with parents 	Classroom teacher to notify if applicable: <ul style="list-style-type: none"> Head of Faculty Head of House Head of Boarding (if applicable) Parents
Level 2 – Continued/moderate Behaviour Examples include but are not limited to: <ul style="list-style-type: none"> Disruptive behaviours e.g. ongoing, defiance Non-submission of class work Inappropriate language Inappropriate use of ICT Insolence Deliberately missing class Continued disregards for College rules, procedures, processes and expectations. Non-submission of assessment (in accordance with the Assessment Policy) 	To be managed by the classroom teacher in consultation with the Head of Faculty and Head of House. AP Pastoral Care and Deputy Principal to be notified. Non-submission of assessment policy needs to be followed by classroom teacher – HOF-DP.	<ul style="list-style-type: none"> Written reflection Apology Detention Monitoring via weekly report Monitor Laptop use Loss of privileges e.g. representing the College or attending social events Community service Education Program Referral to Counsellor Mediation Communication with parents suspension Non-submission of assessment – in accordance with Policy could result in no CREDIT – POLICY must be followed. 	Head of House to notify: <ul style="list-style-type: none"> PC Teacher AP Pastoral Care Deputy Principal Counsellors (if applicable) Head of Boarding (if applicable) Parents

<p>Level 3 – Escalated/ major Behaviour Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Gross defiance or insolence • Disregard for property of others, including College property. <ul style="list-style-type: none"> - Taking property belonging to others e.g. Theft. • Bullying/cyberbullying • Verbal/physical aggression is behaviour causing or threatening physical harm to others <ul style="list-style-type: none"> - Intentional harming of others e.g. Tripping and pushing 	<p>To be managed by the Head of House in consultation with the AP Pastoral Care and Deputy Principal.</p> <p>Principal to be notified.</p> <p>Behaviour Management Team to be convened.</p>	<ul style="list-style-type: none"> • Written reflection • Apology • Community service • After College detention • Withdrawal from class • Suspension • Education Program • Recommend counselling • Mediation • Parent meeting 	<p>AP Pastoral Care to notify:</p> <ul style="list-style-type: none"> • PC Teacher • Head of House • Deputy Principal • Counsellors (if applicable) • Head of Boarding (if applicable) • Parents (phone first; letter and/or interview to follow) • Feedback to the classroom teacher/ Head of Faculty
--	---	---	---

<p>Level 4 – Serious/major Behaviour Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Unlawful behaviour ❖ Possession of illegal substances ❖ Possession of, and use of alcohol, cigarettes, vaping equipment ❖ Possession/Incident with a weapon ❖ Vandalism/Graffiti ❖ Possession of, or dissemination of images or materials which may cause offence. • Bringing College into disrepute • Bullying/harassment (not responding to intervention) • Physical and/or verbal abuse – Deliberate aggressive/violent behaviour by one person towards another 	<p>To be managed by the AP Pastoral Care, Deputy Principal and Principal.</p> <p>Behaviour Management Team to be convened.</p>	<ul style="list-style-type: none"> • Withdrawal from class • Parents to collect student immediately. • Suspension • Expulsion from the College • Police to be notified (if applicable) 	<p>At the discretion of the Principal, to notify:</p> <ul style="list-style-type: none"> • Head of House • Counsellors • Head of Boarding (if applicable) • Parents (immediate contact) • Police (if applicable)
---	--	---	---

Appendix C: Implementation

Implementation of the Student Behaviour Plan

Note: Pathways may deviate, at times, depending on the individual circumstances of the behavioural concern.

