



SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Vision

We are a child centred, faith filled learning community creating a better future, inspire by St Mary of the Cross MacKillop.

Mission

Our mission is to teach, challenge and transform our community through prayer as we share with each other a love of learning which is inclusive and welcoming.

Our School Context

Our Lady of the Rosary School (OLR), is a co-educational parish primary school with classes from Prep to Year Six. OLR strives to celebrate the uniqueness of every student, being created in the image and likeness of God. In partnership with families we foster a community of faith, which is characterised by our motto: 'to pray, to care, to share'. OLR was opened in 1980 by the Sisters of St Joseph and was solidly built on the Catholic Christian tradition and the Charism of Saint Mary of the Cross MacKillop. The quote from Mary MacKillop which states, 'Never see a need without doing something about it,' is a firmly established phrase that our school uses to drive our purpose as a Catholic learning community.

Our vision and mission are grounded in the values of:

Faith – inspired by our Catholic tradition, we live out our Vision in the way of Mary, the mother of Jesus.

Compassion – As people of Faith we nurture and foster respectful relationships, advocating for and empathising with those at the margins.

Belonging – as witnesses to the Good News of Jesus Christ, we act as a community which values our environment and are inclusive in our practices.

Hope – empowered by the Spirit, together with our students, staff and families, we embrace the future with confidence.

Consultation and Review Process

Consultation-

2025- Staff, student and parent consultation process.

Review-

Data sets- Engage data, parent and student survey.



Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. (Alice Springs Declaration)
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum. (ACARA)
- Behaviour is learned, therefore responsible behaviour can be taught. Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals, and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require a "get tough" or punitive approach.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning dispositions for the students we serve, as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

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

What is Positive Behaviour for Learning?

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

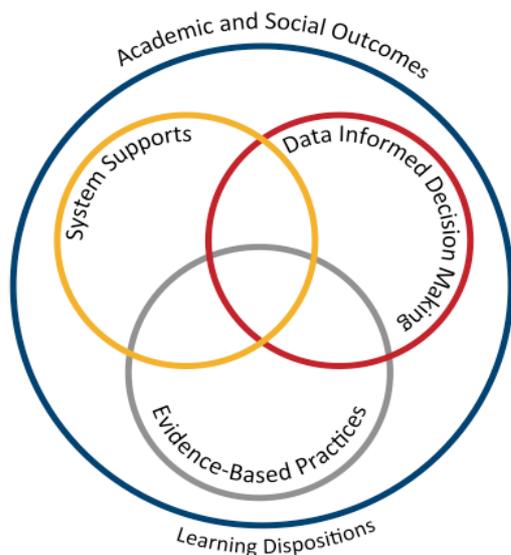


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

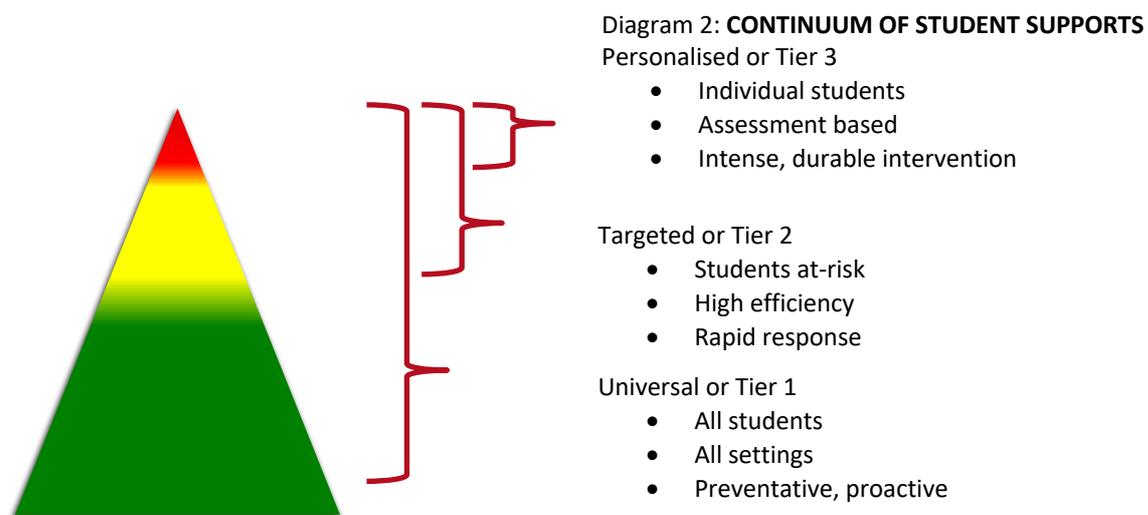
This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic,



to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

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



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

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

At OLR, the leadership team consisting of the School Principal, Assistant Principal in Religious Education, Primary Learning Leader, Support Teacher: Inclusive Education and Guidance Counsellor all support PB4L. All teachers play a vital role within the classroom by teaching explicit positive behaviours. BCE staff have supported the staff in Effective Classroom Practices and Responses.

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 expectations are underpinned by the school values of Belonging, Compassion, Hope and Faith:

- We Care for the environment
- We Act Safely
- We are Responsible Learners
- We Expect Respect
- We Strive for Success

Our OLR CARES 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.

See OLR Matrix (Appendix B)

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year explicit teaching.
- Time built into the first weeks of schools and boosters later in the year.
- Assemblies followed by whole school or group practice,
- New student orientation when needed.
- Student leaders support younger peers.



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
Weekly Student of the Week Award	Class encouragers
Non-contingent adult attention including staff greetings, smiling and having conversations with students any time during the day.	Individual, group or whole class rewards for positive behaviour.
Contingent adult attention provided based upon the performance of an identified behaviour e.g. Positive comment, thumbs up, meeting with the teacher to acknowledge positive behaviour and discuss the progress of a student’s behaviour for learning over time.	Parent conversations to acknowledge positive student behaviour.
Restorative conversations to solve problems.	Visit to school leaders to acknowledge positive student behaviour and academic progress.

Tier 2 Targeted Supports:

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

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



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

- The Social Skills Clubs/Groups-This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in Universal supports, this type of Targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. This type of group is facilitated by a teacher or Guidance Counsellor.
- The Behaviour Education Program (Check in-Check out) – (Crone, Horner & Hawken, 2004) This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

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:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process
- 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

4. Feedforward: Responding to Unproductive Behaviours

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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours



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

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

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

De-escalation	Problem-solving	Restorative
Supervised time out in a safe space in the classroom	Circle Time	Student contributes back to the class or school community
Decrease demands	Explicit reteach	Restorative conversation
Teacher/Student check in	Remind and reteach	Student apology
Set limits	Teacher/parent conversation	Student contributes back to the class or school community
Individual crisis support and management plan	Teacher/parent/leadership conversation	
	Teacher/student conversation	

At OLR, staff utilise a student behaviour support flowchart when dealing with minor and major behaviours. The flowchart can be found as an appendix. This process provides an opportunity for Leadership to re-teach the OLR CARES Behaviour Matrix and facilitate a restorative occasion.

See Flow Chart (Appendix C)

Student behaviour support flowchart procedures

Classroom

1. At step 4 of the flowchart, the teacher sends the student to the relocation class with work to complete. The receiving teacher must be notified by phone to expect a student. Send another student to walk with them to the gaining classroom. The student sits quietly within the relocation class and completes the set work. The teacher that sends the student will determine the length of time at the relocation class. If the student is disruptive at the relocation class, a member of leadership must be called to attend the class. The teacher



completes the top section of the reflection sheet, and issues this to the student to take to detention at the beginning of 2nd break in the library.

2. At the next 2nd break, the student will attend the library and complete the issued reflection sheet with a member of the leadership team. The leadership staff member on duty in the library will discuss the reflection sheet with the student and re-teach the OLR CARES Behaviour Matrix to the student (Appendix B). At the end of the detention, the student will need to take the reflection sheet to the teacher that issued the reflection sheet and have them sign it. The reflection sheet needs to be scanned and uploaded to the incident logged in Engage by the issuing teacher. The issuing teacher contacts parents. If emailing, a template is provided on the next page.

Playground

1. The same flowchart is to be used for the playground. A student can be placed on detention for breaking school rules, in line with the flowchart process.
2. If a student reaches step 3 in a minor infringement, they are to walk with the duty teacher. The duty teacher completes the top section of the reflection sheet for the student to take to the next 2nd break detention in the library.

Relocation Class List

Prep B – Prep Y

Yr 1 - Yr 2

Yr 3 - Yr 4

Yr 5 - Yr 6

Check IN-Check OUT

1. Should a student accumulate 3 detentions in a term, the classroom teacher will contact parents to inform them. The student will be placed on Check IN-Check OUT. These are completed through Engage.

Failure to attend the issued detention will result in an extra detention for the student. Throughout this whole process, our goal is to re-engage the student in their learning. Re-teaching of the OLR CARES matrix is important throughout at every step.

Appendix D Student Reflection Sheet

Appendix E Email template to Parents



5. BCE Formal Sanctions

- Suspension process** Suspension is the temporary, full-time or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time. At OLR, suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school staff and parents/caregivers will work together, with the aim of assisting a suspended student to re-enter and re-join the OLR community as quickly as possible. A student should be suspended for the shortest time necessary, and the OLR school staff, the student and their parents/caregivers are encouraged to use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies. The Principal of OLR may suspend, full-time or part-time, a student from the school for a period up to 10 school days or part thereof, if satisfied that the student has been demonstrating major inappropriate behaviour(s), or if the Principal believes that the student’s attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school
- Exclusion** - Exclusion is the full-time withdrawal of a student’s right to attend OLR 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.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	<p>The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:</p> <p>(a) make the review decision within 5 business days after the application is made; and</p> <p>(b) as soon as practicable after the decision is made give the person written notice of the decision.</p>
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).

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and there is an imbalance of power. Bullying is continuing to 'pick on' someone, torment them or exclude them, so that the person feels helpless. Cyberbullying is another form of bullying using technology, such as a computer or mobile



phone via text messaging, social networking, photographs and web pages. A bystander is a person who witnesses a bullying incident as an onlooker.

At OLR, we agree that if you are a bystander who encourages bullying behaviours, your behaviour is considered to be bullying. It is essential that if a person witnesses bullying behaviour, they report the incident immediately to a teacher or member of the School Leadership Team.

Bullying may include:

- Physical: hitting, kicking, pinching, scratching, any form of violence, threat or intimidation that could cause physical harm;
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone;
- Emotional: excluding, tormenting, ridicule, humiliation, intimidation;
- Racist: taunts, graffiti, gestures, intimidation;
- Sexual: unwanted physical contact, abusive comments, intimidation;
- Cyber: unwanted text messages, emails, information technology, intimidation.

Bullying is not:

- A 'one off' incident involving social isolation, conflict, random acts of aggression/ intimidation or meanness;
- Conflict between two students where there is equal balance of power between students and both students want to find a solution to the conflict;
- Talking to a teacher or parent about something that someone has done;
- A random act of hurt or harm against another without that student provoking the other;
- A random act of destroying property;
- Leaving someone out of an activity once because of different interests or skills;
- Standing up for others and reporting bullying behaviours;
- Accidents where there is no intention to hurt or harm.

2. Teaching about Bullying and Harassment

The OLR Community endeavours to build a quality, safe environment where learning is relevant, motivating and meaningful as our children develop the knowledge, skills



and Christian values needed for life's journey. Our community strives to create a supportive learning environment by:

- treating each other with dignity and respect
- adopting a proactive rather than a reactive approach to bullying
- taking a multi-faceted approach to prevention and response to bullying
- Teachers explicitly teach the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. The resilience project is taught in Prep-Year 6.
- working together to create a shared understanding of processes and procedures around bullying. Bullying is: "[the] repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons (Rigby, 1996)."

3. Responding to Bullying and Harassment

Responsibilities of Children

- To have knowledge about and an understanding of bullying, bullying behaviours, bystanders;
- To appropriately report incidents of bullying – if you believe you are being bullied or you have witnessed bullying as a bystander;
- To not engage in bullying others;
- To choose and use an appropriate strategy to stand up for yourself first and then report to an adult;
- As a bystander, choose and use an appropriate strategy to help the students involved and report to an adult.

Responsibilities of Staff

- To have a well-developed understanding of bullying, bullying behaviours and bystanders;
- To model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours;
- To listen to all student reports and watch for signs of possible bullying;
- To ensure that children are supervised adequately at all times;



- To respond to all reported and observed incidents of bullying as set out in this plan under Responding to Bullying. This includes identification of potential bullying by reporting through ENGAGE

Responsibilities of Parents

- To support the information outlined in the OLR Bullying Position; To have knowledge about and an understanding of bullying, bullying behaviours, bystanders.
- To model, educate and discuss appropriate, positive anti-bullying behaviours.
- To watch for signs of possible bullying.
- To inform one's child's teacher or a member of the school's Leadership Team of any potential bullying related incident, as soon as possible.
- To encourage and support one's child to inform a teacher if they are being bullied or have witnessed bullying as a bystander.
- Parents may need to speak to the class teacher on their child's behalf about bullying. Under no circumstances should parents contact other parents or children regarding the issue.

Reporting procedures for students, families and staff of incidents of bullying and harassment.

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

OLR adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed by the principal or a member of the Leadership Team and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so the incident can be tracked according to the Behaviour Support Plan.

Our school responds to incidents of bullying and harassment in the following ways:

Step 1: If bullying is identified, Leadership Team members may choose to use the following methods (Rigby, K. 2013) with the children involved:

- Mediation
- Serious, focused talks
- Restorative approaches including individual or group counselling



- Strengthening the victim (target)
- Method of shared concern (if a group of children is involved) (Explanation of methods: <http://www.kenrigby.net/11b-A-simplified-guide>) Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the victim (target) will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file using ENGAGE.

Step 2: Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan according to BCE's Anti-Bullying Policy.

Support for the Victim and the Child Exhibiting the Bullying Behaviours

We support the victim (target) in the following ways:

- Offering the victim an immediate opportunity to talk about the experience with their class teacher, or another teacher or member of administration;
- Individual counselling sessions to discuss strategies which may include how to deal with bullying behaviours, mediation if appropriate and discussion to clarify appropriate restorative response for victim;
- Informing and collaborating with the child's parents.
- Continuing to monitor the child's behaviour and offering appropriate support;
- Reinforce processes for reporting of bullying incidents;
- Document incidents and actions using ENGAGE. We support the child exhibiting the bullying behaviours / perpetrator in the following ways:
- Talking immediately with their class teacher, another teacher or member of administration about what has happened and the behaviours the child has been displaying;
- Individual counselling sessions discussing seriousness of behaviours, restorative response to victim, changes in their behaviour and support that may be needed. This may include mediation sessions, revisiting of anti-bullying behaviour expectations or referral to Student Support Team;
- Informing and collaborating with the child's parents.
- Continuing to monitor the child's behaviour and offering appropriate support.



- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.
- Document incidents and actions using Engage.

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.

4. Preventing Bullying and Harassment

At OLR, we strive to provide a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:



Each year, OLR engages in National Day of Action Against Bullying and with the Daniel Morcombe Safety Education Curriculum.

At each assembly the student leaders will highlight a behaviour from our behaviour matrix and demonstrate this either through a video or a role play demonstration.

At the start of the year, staff are provided professional learning regarding our behaviour support plan and how to create a positive culture. This year OLR are engaging in the Resilience Project which fosters self-regulation and resilience.

The principal reviewed the Code of Conduct with all staff.

1. Student 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. Provide examples of how your school addresses this.
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.
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. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students:
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

Key contacts for students and parents to report bullying

Staff member Principal – Grant Haigh– 5491 4522

Staff member Assistant Principal Religious Education – Kelli Phillips – 5491 4522

Staff member School Guidance Counsellor Kim Rienecker – 5491 4522



Cyberbullying

Cyberbullying is treated at Our Lady of the Rosary 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.

Resources

The [Australian Curriculum](#) provides the framework for your school's anti-bullying teaching and learning activities.

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

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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



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Relevant Brisbane Catholic Education Policies

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



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 classline, 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	Green light behaviours



		easily diverted experimentation.	
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,



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



	Descriptor	Definition	Example
		deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful,	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



	Descriptor	Definition	Example
		forceful, secretive, compulsive, coercive or degrading	activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B OLR Matrix



Our Lady of the Rosary Primary School
Caloundra

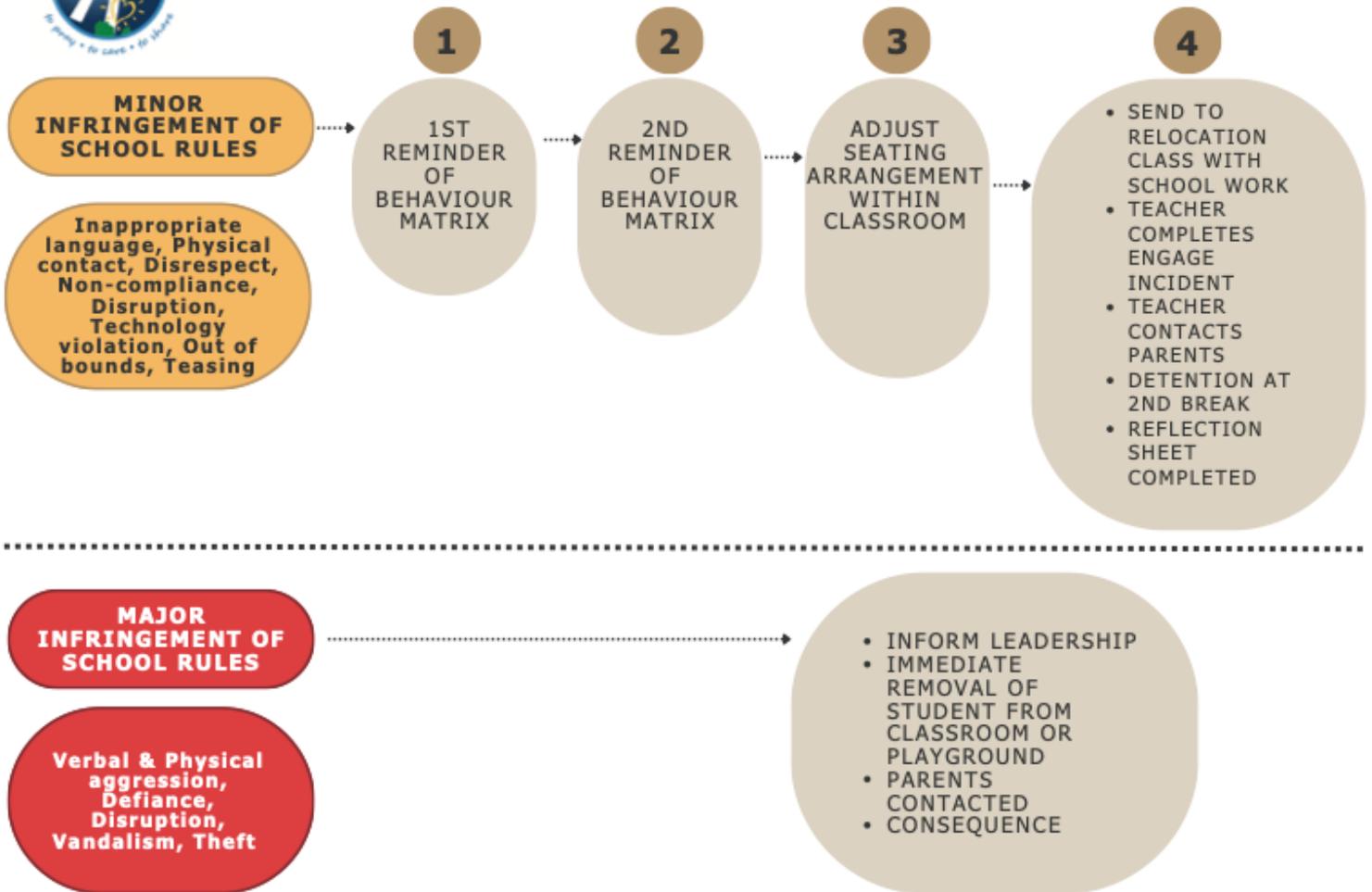
OLR CARES BEHAVIOUR MATRIX

	Learning Areas	Transitions	Playground and Eating	Before and After School	Outside School Areas - Church, Camps, Sport and Excursions
We Care for The Environment 	<ul style="list-style-type: none"> I keep spaces tidy. I Reduce, Reuse and Recycle. I use equipment properly. 	<ul style="list-style-type: none"> I use pathways to move around the school. 	<ul style="list-style-type: none"> I use the garden spaces responsibly. I care for our school environment. I put rubbish in the right bin. 	<ul style="list-style-type: none"> I keep my environment clean and tidy. 	<ul style="list-style-type: none"> I care for all belongings, equipment and resources. I leave all spaces clean and tidy.
We Act Safely 	<ul style="list-style-type: none"> I follow instructions. I show self-control. I am cybersmart. 	<ul style="list-style-type: none"> I walk between lessons and areas of the school. I use safe hands and feet. 	<ul style="list-style-type: none"> I walk on concrete, pathways and stairs. I sit while eating. I use equipment safely. I wear my hat to play. I follow the rules. 	<ul style="list-style-type: none"> I sit quietly in supervised areas. I care for myself and others. 	<ul style="list-style-type: none"> I follow instructions. I always use the equipment correctly. I stay on the pathways. I show gospel messages in my actions.
We are Responsible Learners 	<ul style="list-style-type: none"> I stay on task and tune in to learning. I 'have a go'. I ask questions. I use technology correctly. I challenge myself. I give and receive feedback. 	<ul style="list-style-type: none"> I put my belongings in the right place. I am on time. I lead by example. 	<ul style="list-style-type: none"> I play fairly. I ask for help when needed. I respond promptly to bell times. 	<ul style="list-style-type: none"> I follow instructions. I am responsible for my belongings. 	<ul style="list-style-type: none"> I participate reverently in religious gatherings. I demonstrate a 'can do' attitude and try new things. I use positive words.
We Expect Respect 	<ul style="list-style-type: none"> I use manners. I am respectful through my words and actions. I cooperate with, encourage and include others. I make others feel welcome. 	<ul style="list-style-type: none"> I move quietly and calmly around the school. 	<ul style="list-style-type: none"> I include others in my games. I wait my turn. I respect others' choices. I listen to staff instructions. I speak kindly. I care for my equipment and belongings. 	<ul style="list-style-type: none"> I wear my uniform with pride. I move promptly in the pick-up and drop off zones. 	<ul style="list-style-type: none"> I listen respectfully to all speakers. I wear my uniform with pride. I demonstrate respect in my words and actions.
We Strive for Success 	<ul style="list-style-type: none"> I try my best and persist. I keep trying even when it is hard. I am organised and ready to learn. I take pride in my efforts. I reflect on how I can improve. 	<ul style="list-style-type: none"> I am safe. My teachers know where I am. 	<ul style="list-style-type: none"> I am friendly. I think positively. I show resilience. I problem solve. I try again tomorrow. 	<ul style="list-style-type: none"> I strive to be my best self. I share my successes with my family. I belong to the OLR family. I welcome others to OLR. 	<ul style="list-style-type: none"> I always put in my best effort during excursions. I am proud to represent OLR. I encourage others.

BELONGING, COMPASSION, HOPE, FAITH



Student Behaviour Support Flowchart





Appendix D Student Reflection Sheet

REFLECTION SHEET



Student's name: _____

Class: _____ Date: _____

TEACHER TO COMPLETE- INCIDENT DESCRIPTION:

STUDENT TO COMPLETE- GUIDED REFLECTION:

What happened? _____

When did it happen? _____

What are the names of the people affected by your behaviour?

List 3 parts of the OLR CARES Behaviour Matrix that you ignored:

1) _____

2) _____

3) _____

How will you repair the harm that has been caused?

Leadership team member: _____

Teacher's signature: _____



Appendix E Parent Email Template

Subject: Student Behaviour Management Notification

Dear [Parent/Guardian's Name],

I hope this message finds you well. I am writing to inform you that your child, [Student's Name], has received a detention [insert day and date].

The reason for this detention is [briefly describe the reason, e.g., "disruptive behavior in class," etc.]. At OLR, we believe it is important to address this behavior promptly to ensure a positive learning environment for all students.

I understand that this news may be concerning, and I want to assure you that our goal is to support [Student's Name] in making better choices in the future. [Student's Name] has completed a guided reflection sheet with a member of the leadership team. This process aims to re-teach our OLR CARES Behaviour Matrix and restore relationships. I encourage you to discuss this matter with [Student's Name] and reinforce the importance of following school rules and expectations. I have attached the OLR CARES Matrix for information purposes.

If you have any questions or would like to discuss this further, please do not hesitate to contact me at [Teacher's Email] or [Teacher's Phone Number]. We appreciate your ongoing partnership and support.

Sincerely,