OUR LADY OF LOURDES SCHOOL’S MISSION STATEMENT

Our Lady of Lourdes Catholic Primary School fosters the values and teachings of Jesus Christ. These values are embedded in the Mary MacKillop Charism and honour our school’s patron Saint, Our Lady of Lourdes.

Our Lady of Lourdes School is an inclusive community, providing an holistic education of body, mind and spirit. We aspire to teach, challenge and transform in our welcoming and nurturing learning environment. This is achieved through active and positive partnerships between students, staff, families, parish and the wider community. In striving for excellence we aim to inspire students to be responsible for their learning and to reach their full potential as lifelong learners.

Our Lady of Lourdes School offers a Catholic perspective within the community. We acknowledge the importance of justice, demonstrated through compassion and are committed to being a positive influence in the lives of all.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting Our Lady of Lourdes School to create and maintain a safe and orderly learning and teaching environment.

2. Profile of the school

Established in Sunnybank in 1952. Our Lady of Lourdes Primary School is a co-educational Prep to Year 7 School with over 500 students currently enrolled. Our school has 50 staff – 36 teaching staff including classroom teachers, support and specialist teachers and members of the administration team, 13 School Officers and a Guidance Counsellor.

Our Lady of Lourdes School is a multicultural school with 28 nationalities represented in our student population. We offer our students a rounded education that supports personal growth based on Christian values. We encourage students to develop an understanding of other cultures, languages, environmental and social issues.
3. Consultation and data review

Our Lady of Lourdes School developed this plan in consultation with our school community. Consultation occurred through staff meetings and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal and the Area Supervisor, and will be reviewed at least every 5 years.

4. Beliefs about learning and behaviour

Student behaviour support is central to business for all teachers. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. At Our Lady of Lourdes School, we believe that there are five conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
2. Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning activities would benefit them. That is not to say that it must always be of immediate practical use, but may be of some future aesthetic, intellectual, artistic, or social use.
3. Students are always asked to do the best they can. The teacher’s role is to facilitate this behaviour.
4. Students are asked to evaluate their own work and to improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.
5. Quality work and best efforts should feel good. Recognition and encouragement should be given to those students who have done their best and who have used their given talents or skills.

Whole School Expectations
As a school community, we show the following:

Great students only speak to please:

- Make positive comments to each other
- Speaking politely at all times;
- Let others join in when they ask;
- Greet friends and teachers in a friendly manner;
- Speak with respect;
- Use polite language;
- Ask and wait for permission before using other’s belongings
- Can find good things to say about themselves;
- Speak up to help or request help for themselves or others regarding safety or difficulties.

Great students listen and follow directions

- Maintaining a neat and tidy appearance, and wearing correct school uniform;
- Being responsible for our own belongings;
- Following playground and classroom guidelines and procedures to ensure our own safety and the safety of others;
- Working to our best ability in a collaborative, positive, and respectful manner;
actively participating in all class / school activities;
recognition and respecting that we are all here to learn; and
being organised with the materials required for learning.

**Great students** do keep hands and feet to themselves
- keeping ‘myself to myself’;
- assisting anyone in need;
- looking after all property;
- acting safely;
- know how to appropriately communicate displeasure and to solve social problems;
- know how to protect their personal space and belongings; and
- Respecting games at play.

5. Roles, rights, and responsibilities of school community members

**At Our Lady of Lourdes School we expect that students will:**

- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community, and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority.

**At Our Lady of Lourdes School we expect that parents/caregivers will:**

- Show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child/children
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing, and behaviour
- Contribute positively to behaviour support plans that concern their child/children
- Respect other people’s privacy and confidentiality.

**At Our Lady of Lourdes School we expect that staff will:**

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students, parents/carers and other staff
- Promote the skills of responsible self-management
- Maintain student attendance records
- Act at all times in accordance with BCE Staff Code of Conduct.

6. Universal behaviour support (proactive/ preventative strategies)

At Our Lady of Lourdes School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

**a. Establishing Behaviour Expectations**
At Our Lady of Lourdes School there are several ways in which staff establish the behaviour expectations of our students, including the following:

- Establishment of a Class Covenant based upon school rules at the beginning of each year.
- Explicit teaching and consistent follow-up of school rules and the consequences/effects of incorrect actions.
- Modelling and role play methods used to teach and learn behaviours.
- Reinforcing positive behaviours.
- Displaying the school and classroom rules clearly.
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like) during class and at assembly times situationally and as appropriate.
- Applying appropriate consequences that are known and experienced by students for not meeting behaviour expectations.
- Explaining why a behaviour is expected or a consequence is necessary.
- Empowering students to take responsibility for their actions through explanations of ‘Stop’ and ‘Gold’ cards.
- Being flexible to allow for unforeseen circumstances or children with needs.
- Maintaining effective communication and sharing a common language about behaviour in our school community.
- Transitioning students to new year levels and new teachers where possible at the end of the school year for the following year.

b. Positive School Culture

- Every week, our school community gathers together for our Whole School Assembly. During this time, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, social and friendship skills and by raising awareness of current school events.
- Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including
  - Praise/encouragement (verbal/non-verbal/written)
  - Token/point/star systems (individual/group goal-setting)
  - Use of Gold Cards for playground behaviour
  - Public display of work (classroom, school notice boards around the school, library)
  - Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
  - Whole class rewards (parties, fun days, game time, sport, DVDs)
  - Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
  - Phone calls, emails, or communication to parents
  - Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy classes, parents)
  - Teacher evaluations (marks/comments on work/behaviour reporting)
  - Celebrations (birthdays, “outside” achievements)
  - Articles in Our Lady of Lourdes School Newsletter (a weekly electronic publication).

c. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. There is a variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school. The efforts of staff members are acknowledged at whole school assemblies, staff meetings, and/or are written in both the Our Lady of Lourdes School’s weekly school newsletter, and in the ‘What’s Happening’ Staff Newsletter on the staff portal.
**Gold Cards**

- Gold Cards are given on the playground to students as they develop their ability to easily follow the school rules (in particular the targeted rule of the week). They can also be used as a culminating award in the classroom. One section of the Gold card goes home with the student to inform parents of his/her achievement. The other section is kept in the classroom.
- When a student receives **5 Gold Cards** he/she receives a **Bronze Award** on assembly. The Bronze Award includes a free ice block.
- When a student receives **10 Gold Cards** he/she receives a **Silver Award** on assembly. The Silver Award includes an Owl Badge which the student is able to wear at school.
- When a student receives **20 Gold Cards** he/she receives a **Gold Award** on assembly. The Gold Award enables the student to receive an invitation to the Principals’ Morning Tea at the end of the term. Students receive a written invitation and their name is published in the school newsletter.

**Student of the Week Awards**

At Our Lady of Lourdes School we believe that every child is worthy of receiving a Student of the Week Award to celebrate and acknowledge significant academic, personal, or social achievements.

A Student of the Week Award is usually presented to one child from every class each week on assembly.

**Mary MacKillop Spirit Awards**

This award is presented during the Farewell Assembly to three Senior students who have consistently displayed the qualities of Mary MacKillop throughout time at Our Lady of Lourdes School.

**7. Targeted Behaviour Support**

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents/caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include the following:
- Reflection Worksheet - in The Fort
- Reflection, Repair, and Restitution “Making things better, paying back and moving on.”
- Social Skills programs
- Adjustments to Curriculum
- The Fort.

**8. Individualised Behaviour Support**

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care. Individual supports may include
- Individual Education Plans (IEP)
- Education Adjustment Profile (EAP)
- Individual behaviour plan based on Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- Wrap Around with outside agencies e.g. EVOLVE.
• We welcome the involvement of other professional personnel who have a vested interest in the student’s welfare.
Note: Teachers and Administration staffs are not psychologists/psychiatrists and therefore, we may at times request that professional personnel be engaged to assist the school.
### 9. Consequences for inappropriate student behaviour

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<thead>
<tr>
<th>BEHAVIOUR MAY INCLUDE</th>
<th>POSSIBLE CONSEQUENCE</th>
<th>MANAGED BY</th>
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<tbody>
<tr>
<td><strong>Minor incidents of inappropriate behaviour:</strong></td>
<td>• Reminder of expectations</td>
<td>Teacher</td>
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<tr>
<td>• Ignoring instructions and direction</td>
<td>• Send student to buddy class</td>
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<td>• Lateness to class</td>
<td>• Verbal negotiation</td>
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<td>• Littering Swearing Uniform/hat/jewellery transgressions</td>
<td>• Withdrawal from playground</td>
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<td>• Playing in inappropriate areas</td>
<td>• Consultation and reflection with teacher</td>
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<td>• Disrespect for school resources</td>
<td>• Contact with parents The Fort</td>
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<td>• Disruption of teaching and learning (calling out, interrupting)</td>
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<td><strong>Inappropriate behaviours at this level include:</strong></td>
<td>Staff and support staff responses may include:</td>
<td>Teacher and parent</td>
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<tr>
<td>• Continued minor behaviours above</td>
<td>• A monitoring program developed and implemented between teacher, student and parent</td>
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<td>• Repeated defiance</td>
<td>• Restorative justice meeting</td>
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<td>• Inappropriate use of technology (including school internet, mobile phones, and other electronic devices)</td>
<td>• Peer mediation</td>
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<td>• All forms of harassment such as repeated name-calling, teasing, ostracising, derogatory comments (including through the use of technology: emails, social pages)</td>
<td>• Referral through Student Support Committee for assessment and support from specialist staff</td>
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<td>• Strong verbal abuse towards students and staff</td>
<td>Individual Behaviour Support Plan</td>
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<td></td>
<td>• Restitution</td>
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<td></td>
<td>• Parent contact through a Stop Card or phone call</td>
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<td></td>
<td>• Nonattendance at extracurricular activities</td>
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<tr>
<td><strong>Inappropriate behaviours at this level include:</strong></td>
<td>Parent interview</td>
<td>Teacher, parent and principal or other support staff</td>
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<td>• Continued behaviours above</td>
<td>Review of IBSP</td>
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<td>• Stealing</td>
<td>Non Attendance at off campus and/or extracurricular activities (at Principal’s discretion)</td>
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<td>• Truancy</td>
<td>• Referral to outside agency</td>
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<td>• Physical and/or verbal aggression toward students and staff</td>
<td>• Police notification</td>
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<td>• Smoking</td>
<td>• Suspension</td>
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<td>• Intimidation and/or harassment of staff (including through the use of technology)</td>
<td>• Restorative conference on return from suspension</td>
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<td>• Pornography</td>
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<td>• Vandalism</td>
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<td>• Sexual harassment/ misconduct</td>
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<tr>
<td><strong>Inappropriate behaviour at this level includes:</strong></td>
<td>Parent interview</td>
<td>Teacher, parent and principal or other support staff</td>
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<td>• Extreme or continued behaviours above</td>
<td>Review of ISBP</td>
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<td>• Possession of drugs</td>
<td>Non Attendance at off campus and/or extra-curricular activities (at Principal’s discretion)</td>
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<td>• Supply of drugs</td>
<td>Police notification</td>
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<td>• Possession of a weapon/Use of a weapon</td>
<td>Suspension</td>
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<td>• Violent assault</td>
<td>Recommendation for exclusion</td>
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<tr>
<td>• Sexual assault</td>
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10. Process for appeals

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents, or students living independently, may appeal a suspension of longer than three days to the Area Supervisor. Parents or students living independently may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to
• The Principal of the school, about a decision to suspend a student for less than three days
• The Area Supervisor, about a decision to suspend a student for more than three days from a particular school
• The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

11. Bullying and Cyber Safety

a. Definition

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996).

Bullying is when someone abuses power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment, them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At Our Lady of Lourdes School, we agree that, if you are a bystander who encourages bullying behaviours your behaviour is considered to be bullying. Students who witness bullying are encouraged to report the incident to a teacher.

Bullying may include
• Physical: hitting, kicking, 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, ridiculing, humiliating, intimidating
• Racist: taunts, graffiti, gestures, intimidating
• Sexual: unwanted physical contact, abusive comments, intimidation
• Cyber: unwanted text messages, emails, information technology, intimidation, photographs, videos
b. Response

Investigating Potential Bullying
When an investigation about bullying is required, the following procedures will be followed:
1. Our Lady of Lourdes School adopts a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school’s anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

2. If bullying is identified, leadership team members may choose to use the following methods with the children involved:
   - Method of shared concern
   - Mediation
   - Individual counselling

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

3. 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.

Support for the target and perpetrator

We support the target in the following ways:
- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;
- Informing the child’s parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

We support the 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;
- Informing the child’s parents;
- Continuing to monitor the child’s behaviour and offering appropriate support; and
- Enforcing appropriate consequences that are directly linked to the child’s bullying behaviour.

c. Positive, Proactive Anti-bullying Approaches at Our Lady of Lourdes School

At Our Lady of Lourdes School, we take a positive, proactive approach to bullying by teaching the five anti-bullying strategies displayed on the Break Through Bullying “be AWARE” to all students in the early years of our school. The strategies are as follows and are displayed on a poster in all junior classrooms:
- A is for Ask them to stop
- W is for Walk away
- A is for Ask a teacher to help
• R is for Remember to ignore
• E is for Even try to make friends

The school teaches Protective Behaviours and has also appointed Student Protection Contacts. The school also employs programs such as Ziptales and The Games Factory, which teaches resilience, values, and positive behaviours, and is taught in both the junior and middle phases. Supportive bystander behaviours are taught in the middle and senior phases of the school, with a focus on safety and responsibility when reporting incidents of bullying.

12. Links to related BCE policies

• Student Behaviour Support Policy
• Student Behaviour Support Regulations and Procedures

13. Related resources

School Wide Positive Behaviour Support