

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

We are a faith filled learning community creating a better future in the Josephite tradition.

Mission Statement

Inspired by Jesus Christ and Mary MacKillop, our mission is to:

- Strive for excellence and provide a holistic education in which our students thrive in a contemporary world.
- Celebrate the diversity of our Catholic learning community by being welcoming and inclusive of all.

Our School Context

Our Lady of Lourdes School was established by the Sisters of St Joseph in the southside suburb of Sunnybank in 1952. Our co-educational primary school has an approximate population of 570 students. The campus is a modern educational facility with all learning areas fully air conditioned. We pride ourselves on the spirit that can be found in our students, teachers, sporting teams, achievements, friendships and approach to learning. Our school offers the latest in teaching and learning, technology, extra-curricular activity, and the benefits of being a high quality inclusive Catholic school.

Consultation and Review Process

The creation of the Our Lady of Lourdes Student Behaviour Support Plan has involved consultation with the school staff, the School Board, the Parents and Friends Association and the school community. It has been developed through the considered responses to formal and informal feedback. Student Behaviour data is collated and graphed each term and is shared with staff to allow for regular analysis and considered review of the effectiveness of the plan across the various settings of our community. The plan will continue to be endorsed by the school principal, teachers, parent body and senior leader, and as this document will be reviewed every 2 years and receive a high level check each year, it will continue to evolve over time.

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.

The school's goals emphasise the importance of the development of the whole person. As a Catholic school, the aim is to develop responsible citizens who consciously attempt to live the Gospel values in their encounters with others

Our aim is to create the conditions for each learner to progress towards the development of Self Awareness, Self-Management, Social Awareness and Social

Management skills as outlined in the General Capability - Personal and Social Capability (ACARA, 2011). We focus on catering for individuals, realising that all children will work at their own pace when acquiring these skills which are developmentally age and stage appropriate. Brisbane Catholic Education has a Student Behaviour Support Policy based on the Positive Behaviour for Learning (PB4L) Framework and related documents.

A truly supportive Catholic school environment is characterised by;

- an ethos centred on the person of Jesus and the values exemplified in the Gospel
- a curriculum that caters for all learners
- a clearly stated and consistent school wide behaviour support plan which encourages students to make choices and accept responsibility for their own behaviour
- non-discriminatory organisation and administration procedures
- an emphasis on the development of high-quality interpersonal relationships
- regular opportunities for the monitoring and review of general school wide practices, plans and procedures
- a high level of co-operation and collaboration amongst staff, parents and students to achieve improved behaviour for both group and individual cases,
- an increasing intensity of behaviour support for unproductive behaviours

Our Lady of Lourdes is aware that learning and growth is a journey and acknowledges that a safe, harmonious environment, based on Christian living, is needed so that students can learn how to manage their own behaviour. As such, at Our Lady of Lourdes our Student Behaviour Support Plan aims to develop the whole person, with dignity, in a community where students can learn to build, maintain and restore relationships in a climate of safety, acceptance and reconciliation. It recognises that in order to develop self-discipline and character, students may need support to modify their own behaviour from time to time through the use of explicit teaching, consequences and open, honest and respectful communication. This plan facilitates high standards of behaviour so that academic and social learning and teaching in our school can be effective. This enables students to participate positively and demonstrate productive behaviours for learning within our school community. We recognise that individuals may require support in meeting our behavioural expectations.

At Our Lady of Lourdes, we believe that behaviour;

- is and can be learned by all students
- is learning appropriate social skills
- is a form of communication, o of enjoyment in learning o of difficulties with learning o of social difficulties o of productive skills not yet developed o of unmet needs (physiological, safety, connection, social, esteem, identity and purpose)
- is directly linked to successful learning and engagement
- has to be considered in the context it occurs
- is developmental in nature and presentation
- is learned best in positive environments

Behaviour is a form of non-verbal communication that all human beings use to indicate their state including happiness, fear, frustration and confusion which can be useful in understanding the appropriate supports for an individual. All areas of Our Lady of Lourdes School are learning and teaching environments. PB4L promotes the re-design of environments, not students. We consider behaviour support to be an opportunity for valuable social learning and teaching as well as a means of maximizing the success of academic and social education.

At Our Lady of Lourdes, we believe in Positive Engagement for Learning; students who are actively engaged in their learning will use less unproductive behaviour. To deliver this we use the Positive Behaviour for Learning framework to enable us to provide system supports, deliver positive practices and ensure analysis of data to ensure that the supports provided to students fit their needs. The tools that we use within the framework to help us deliver this are:

- Staff and students at Our Lady of Lourdes have the right to work and learn to their potential; free from disruption, abuse or threat in a safe and supportive Catholic learning community.
- Learning is a life-long process and education plays a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Alice Springs Declaration, 2019).
- Students need and want high standards for their behaviour. Every day at school, students have the opportunities to learn and practise social skills and develop General Capabilities through the curriculum (ACARA). Maintaining high expectations does not require “get tough” or punitive approaches.
- Efforts to support all students to become successful lifelong learners, confident and creative individuals and active and informed members of the community (Alice Springs Declaration, 2019) require ongoing teaching, encouragement and adjustments regardless of gender, age, abilities, religious and cultural backgrounds.
- Behaviour is learned, therefore responsible behaviour can be taught. Misbehaviour presents the student with an opportunity to learn, and the educator with an opportunity to teach (Sugai & Horner, 2002).
- Student behaviour support is a collaborative effort. In partnership with parents and carers, we are committed to each student’s success.
- Personal safety for all is our priority and everyone has the right to feel safe.

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.

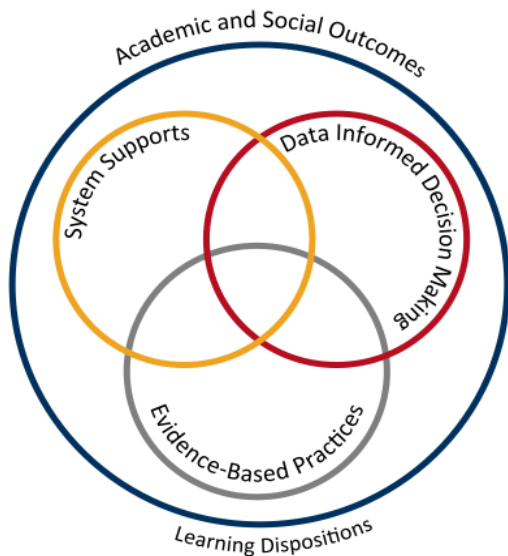


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

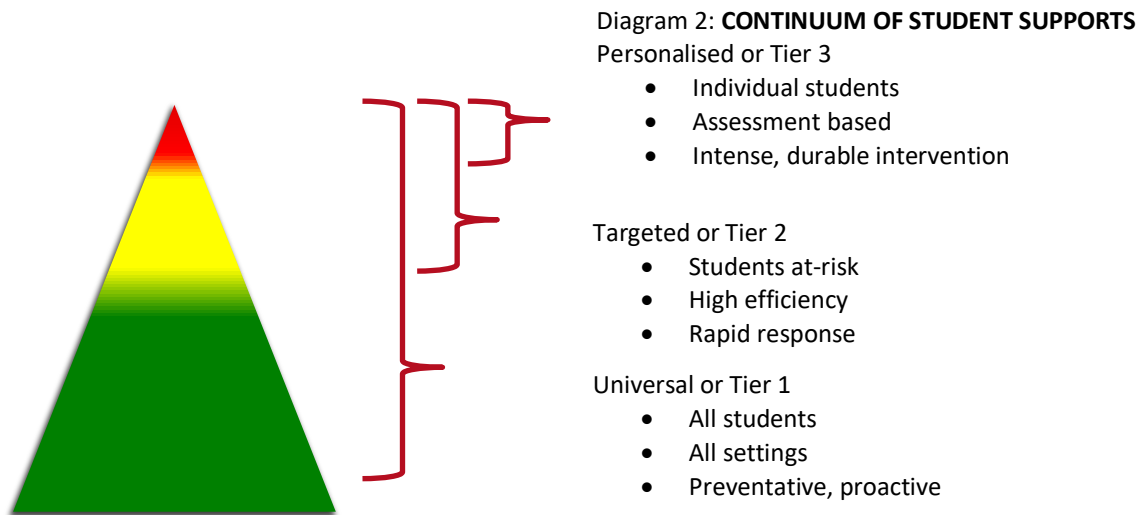
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 & Ritche, 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/College staff

Our Lady of Lourdes School Leadership Team supports the community in the implementation of Student Behaviour Support Plan.

The Assistant Principal is the Line Manager for students from Prep to Year 2 and the Assistant Principal Religious Education is the Line Manager for students from Years 3 to 6. The School Principal and Primary Learning Leader assist with management of student behaviour where necessary.

Our Lady of Lourdes has a PB4L Committee who meet twice a term to discuss the support offered to students and analyse the Engage Student Support System data.

Staff will participate in various Professional Development each year.

The following Professional Development will be offered

- PB4L Structures, Building & Using the Matrix
- Reboot
- Self-Regulation & Co regulation Approver: School Board & Principal Review date: 28/10/2021 Next review date: March 2022 6
- Neuroscience of Engagement
- Power Over & Power With

- Restorative Conversations The following members of the school community form the Universal Support Team
- Principal
- Assistant Principal – Facilitator & Agenda Composition
- Guidance Counsellor
- STIE - Minutes
- Teachers
- School Officers
- Responsibilities of team members include meeting twice a term to discuss implementation of whole school support strategies, monitoring of student data input and effectiveness of Our Lady of Lourdes Student Behaviour Support Plan.

PB4L Targeted Support Team

- Principal
- Assistant Principal
- Assistant Principal Religious Education
- Primary Learning Leader
- Learning Enhancement Teacher
- Guidance Counsellor
- STIE

Responsibilities of team members include analysis of Engage Student Support System data, actions for student support and evaluations of their effectiveness.

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:

- We are Safe
- We are Learners
- We are Respectful

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

 OUR LADY OF LOURDES SCHOOL BEHAVIOUR MATRIX		Together we Journey with God in the Josephite Tradition				
	Play Areas 	Learning Areas 	Transitioning 	Rituals/ Gatherings/ Eating/ 	Drop Off / Pick-up Zones 	Toilets 
WE ARE SAFE 	<ul style="list-style-type: none"> Be Sun Smart Hands and feet to yourself Use the play equipment / sand pit safely Walk in walkways Check-in with the teacher on duty when you need help 	<ul style="list-style-type: none"> Listen to and follow directions Move with care Be cyber-safe Use technology responsibly Hands and feet to yourself 	<ul style="list-style-type: none"> Hands and feet to yourself Walk quietly Walk in two lines on the left side of walkways Carry equipment carefully Hand phone/smart watch into office on arrival Wait patiently in designated area 	<ul style="list-style-type: none"> Enter and exit space calmly and quietly Walk quietly Hands and feet to yourself Listen to and follow directions 	<ul style="list-style-type: none"> Sit with siblings Walk to my car Enter the car on the passenger side 	<ul style="list-style-type: none"> IN – DO – WASH – OUT Take a buddy
WE ARE LEARNERS 	<ul style="list-style-type: none"> Play by the rules Be a good sport Play in the designated areas 	<ul style="list-style-type: none"> Model our Learning Dispositions Seek help when required Be ready to learn 	<ul style="list-style-type: none"> Have a drink Have a toilet break Put your belongings in the correct place 	<ul style="list-style-type: none"> Be reverent during prayer rituals Eat healthy food Be allergy aware 	<ul style="list-style-type: none"> Sit, watch, listen and be ready 	<ul style="list-style-type: none"> Use the facilities for intended purpose Return to the classroom promptly
WE ARE RESPECTFUL 	<ul style="list-style-type: none"> Speak kindly Be inclusive Nurture our environment Be welcoming and use greetings 	<ul style="list-style-type: none"> Speak kindly Be an active listener Use the resources safely and wisely Keep our learning spaces clean and tidy Respect the property of others 	<ul style="list-style-type: none"> Speak kindly Be calm and patient Be punctual Listen to and follow directions 	<ul style="list-style-type: none"> Leave space clean and tidy Rubbish in the right bin Speak kindly Wear the correct uniform with pride 	<ul style="list-style-type: none"> Listen to and follow staff directions Be punctual 	<ul style="list-style-type: none"> Respect the privacy of others Keep the toilet area tidy

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.

When responding to student behaviours at Our Lady of Lourdes, staff take into consideration:

- the context in which the behaviour is occurring,
- the frequency and severity of the behaviour,
- the needs and abilities of the child,
- the appropriate timing of a response.

The response to each behaviour is respectful of the dignity of each individual and is the developmentally appropriate.

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

- Beginning of school year orientation day for staff
- Monday Muster – (the focus Expectation or Learning Disposition is named at this muster) followed by class practice
- Time built into the first weeks of school (First 20 Days) and increased later in the year
- New student orientation when needed
- Student leaders support younger peers
- Explicit teaching in every classroom weekly using the Positive Engagement of Learning and Wellbeing Scope and Sequence

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.

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Awards	Overview
GOTCHA Awards – Great Example to Others	These are given to any student who is seen following any of our school rules in the playground. Students place one part of the card into the GOTCHA card box (one for P-2 and one for 3-6), in the Library. The other is taken home. Every week there is a raffle at an Assembly where 4 (2 lower, 2 upper) student’s names are drawn out of the boxes. They receive a small prize, such as an ice block.
OLOL Award	Awarded to one student from each year level every Friday. These students demonstrate outstanding practice of our school expectations, ‘be respectful, be a learner, be safe’ and/or Learning Dispositions.

Individual classroom reward systems	Class Dojo, points/ star system for year level rewards, individual rewards (stickers/ stamps, prize box, free time, student-choice activities)
Spirit of OLOL Award	Each cohort gets together at the end of each term and chooses one child in that year level to receive the "Spirit of OLOL" award. The award recognises character, leadership and positive learning behaviour. The class teachers write a paragraph explaining how the student has met the selection criteria, which is read out at a special assembly. Parents/caregivers are invited to the assembly.

The use of restorative conversations are used as Tier One support. Restorative conversations are a positive way for teachers to build relationships with students and allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice. It's an opportunity for both the teacher and student to express their feelings about what's going on in the classroom while setting high expectations. Feedback: Encouraging productive behaviours It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement. PB4L systems encourage and motivate 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, the PB4L encouragement system utilises effective, specific positive feedback, adult attention both contingent and non-contingent and a tangible reinforcement system. These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

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 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 selfmanagement.

- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the Approver: School Board & Principal Review date: 28/10/2021 Next review date: March 2022 10 student and partners with the family, school, and community to keep education salient for the student.
- 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. A teacher or guidance counsellor facilitates this type of group.

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 (Dr Ross Greene)
- 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
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom <ul style="list-style-type: none"> Supervised calm time in a safe space outside of the classroom Set limits <ul style="list-style-type: none"> Individual crisis support, and management plan Time out from the playground 	Teacher – student conversation <ul style="list-style-type: none"> Decrease the demands – adjust academic demands for students Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation 	Student apology <ul style="list-style-type: none"> Student contributes back to the class or school community Restorative conversation Restorative conference

In addition, de-escalation crisis prevention and support strategies may include responses outlined in Appendix C

5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 12 and include:

Detention process – Detention process Detention is any period where a student is required to remain at school, in a particular location, in 'non-class' time, such as recess / lunchtime. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System). The Leadership Team will nominate and

supervise the detention (length, time, place). Parents will be notified through the school's Behaviour Reflection Sheet which is sent home to parents processes.

Suspension process Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, fulltime, or part- Approver: School Board & Principal Review date: 28/10/2021 Next review date: March 2022 12 time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. 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 and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

Exclusion - Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision

Appeals Process

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

Parents, 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 may appeal a suspension of longer than three days to the Area Supervisor. Parents 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 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 Approver: School Board & Principal Review date: 28/10/2021 Next review date: March 2022 13 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 Our Lady of Lourdes, about a decision to suspend a student for less than three days
- Senior Leader Progress and Performance Brisbane Catholic Education, about a decision to suspend a student for more than three days from a particular school (Office 2A Burke St Woolloongabba Brisbane, Qld 4102 Phone (07) 3033 7000)
- The Executive Director, about a recommendation to exclude a student from a school (Office 2A Burke St Woolloongabba Brisbane, Qld 4102 Phone (07) 3033 7000)

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, 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, we agree that a bystander who encourages bullying behaviours is also considered to be bullying. Students are also encouraged and supported to report bullying that they themselves have witnessed.

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, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, images, information technology, intimidation

Bullying is not:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

2. Teaching about Bullying and Harassment

Anti-bullying practices and procedures consistent with the values expressed in our Mission Statement will be adopted throughout our school to support the implementation of this policy. In keeping with our Mission Statement, such action must itself be consistent with Christian principles and based on sound educational practices.

It must also involve all members of the community – parents, staff and students and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Covenant, such action must itself be consistent with Christian principles and be based on sound educational practices.

It must also involve all members of the community – parents and carers, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment. It is the responsibility of staff, parents/carers and students to help make Our Lady of Lourdes School bully-free.

This will happen by:

- reporting all incidents of bullying

- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations.

At Our Lady of Lourdes, we take proactive and preventative action to prevent bullying and harassment from happening in the first instance. We do this by fostering opportunities to develop positive behaviours in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

We achieve this through:

- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- The establishment of play environments that foster active and friendly social engagement.
- Fostering relationships between children and children that promote commitment to community, service and the fulfilment of potential.
- The sincere pursuit of individual and communal goals.
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
- Ongoing professional development for staff about bullying/ cyber bullying awareness, prevention and response strategies.
- Ongoing awareness raising and education for the school community through school newsletter, parent information nights, anti-bullying events and focused teaching and learning experiences.

3. Responding to Bullying and Harassment

Bullying requires schools and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students. Our second aim is to avoid the escalation of issues that will cause more harm.

In partnership with parents and carers, our procedures involve:

- support for the person who is being bullied and the person who is bullying
- clear consequences
- recording of behaviour incident in the Engage Student Support System
- student behaviour support plan
- parent/carer conferences
- track and analyse behaviour incident data to detect patterns of bullying and harassment

Staff Responses to Reports of Bullying

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

If a student reports bullying: The following steps are followed if a student reports bullying (including cyber bullying):

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the behaviour occurs again.
6. Set a date for follow up review/s.
7. Record the incident/student contact in the Engage Student Support System.
8. Notify appropriate school personnel (Leadership and Guidance Counsellor).
9. Contact the parent/ guardian/ carer informing them of the incident and the school's course of action.
10. Make sure to follow up with students over the next several weeks and months.

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

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.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.
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. Whole school emails, newsletters and regular correspondence from our Guidance Counsellor all form part of our parent communication.
6. Explicit promotion of social and emotional competencies among students. The Resilience Project and Reboot are two of our important programs to assist student well-being and resilience.

Key contacts for students and parents to report bullying

Principal - Phil Manitta

Assistant Principal - Kelly Short

Assistant Principal - Tanya Robertson

Guidance Counsellor - Brooke Kenyon

Cyberbullying

Cyberbullying is treated at Our Lady of Lourdes Primary School with the same level of seriousness as direct bullying.

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

Cyberbullying requires schools and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students. Our second aim is to avoid the escalation of issues that will cause more harm.

In partnership with parents and carers, our procedures involve:

- support for the person who is being cyberbullied and the person who is bullying
- clear consequences
- recording of behaviour incident in the Engage Student Support System
- student behaviour support plan
- parent/carer conferences
- track and analyse behaviour incident data to detect patterns of cyberbullying and harassment

Staff Responses to Reports of Cyberbullying

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

If a student reports bullying: The following steps are followed if a student reports bullying (including cyber bullying):

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the behaviour occurs again.
6. Set a date for follow up review/s.
7. Record the incident/student contact in the Engage Student Support System.
8. Notify appropriate school personnel (Leadership and Guidance Counsellor).
9. Contact the parent/ guardian/ carer informing them of the incident and the school's course of action.
10. Make sure to follow up with students over the next several weeks and months.

Resources

Our Lady of Lourdes School uses independent research-based evaluation to inform the school selection of any program. For example: Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

The Australian Curriculum provides the framework for our 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
- The Resilience Project

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.

Student behavioural data is used together with other data sources to make informed decisions about appropriate student supports. This information is used during PB4L Universal Support Team meetings and PB4L Targeted Support Team meetings to analyse and prioritise students requiring or enrolled in targeted or personalised supports. Analysis of data occurs during these meetings and feedback is provided during Professional Collaborations, Senior Leadership Meetings, Universal Support and Targeted Support Team meetings.

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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 tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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Major Behaviours

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

	Descriptor	Definition	Example
			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 deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined	Accessing inappropriate websites, using someone

	Descriptor	Definition	Example
		by school) use of school technology including cell phone, music/video players, camera, and/or computer	else's log in details, inappropriate additions to Facebook (written and images)
12	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	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	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	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
15	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
16	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.
17	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability. Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading.	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
18	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use	Stealing someone's identity and

	Descriptor	Definition	Example
		of a mobile device or technology to take advantage of another	impersonating them online, sending sexually explicit images
19	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 - Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Clue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasises the "what" of the behaviour instead of the "why".
Re-Teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

Appendix C – Support Strategies



As a Positive Behaviour 4 Learning School

- We ensure that expectations have been taught and practiced
- We integrate the Personal & Social Capabilities from the Australian Curriculum in our content areas and school wide explicit teaching of behaviour.
- We reinforce expected behaviours
- We provide a positive and supportive environment
- We use the Lourdes Circle of Response





School Wide Behaviour Support System and Decision Making Processes

Positive Behaviour for Learning



- ✓ We Teach
- ✓ We Practise
- ✓ We integrate Personal and Social Capabilities from the Australian Curriculum into other Learning Areas.

Universals!

- 1 Remind
- 2 Teach or model behaviours
- 3 Redirect to task
- 4 Supportive Strategies
- 5 Assist

Processes to support...

- 1 **..Unproductive behaviour**
Remind, Check in, Quiet time, Redirect, Positive Feedback.
- 2 **..Major unproductive behaviour or repetitive minor unproductive behaviour**
Restate the rules, Reflect, Response.
- 3 **..Continuing concerns for unproductive behaviour**
Parent Meeting, Request for Support, Restorative Process.

