



# Student Behaviour Support Plan

Our Lady of the Angels Catholic Primary School  
Wavell Heights



## A note from our Principal, Matthew Beacroft



### Fostering Positive Behaviours and Living Our Values:

#### A Journey of Growth and Excellence

At the beginning of each school year, we gather as a community to review our Positive Behaviour Support Plan, reaffirming our dedication to its principles and our commitment to continuous improvement within our school. Every two years, we conduct a more comprehensive review, engaging our entire community - students, parents, caregivers and staff – to help shape our approach to discipline and character development. This approach ensures that we tailor our strategies to meet the evolving needs of our students and the community.

The journey to promote positive behaviours and cultivate a harmonious school culture is an ongoing one. We have adopted a systems approach, called Positive Behaviour for Learning ('PB4L'), aimed at enhancing academic and social progress for all students. This framework focuses on redesigning learning environments and is rooted in Behavioural Theory and Applied Behavioural Analysis.

Our guiding philosophy, as always, revolves around fostering a safe and supportive learning environment, ensuring all students have access to the necessary support to thrive academically and socially. Our commitment extends beyond academic excellence. We strive to instil discipline, responsibility and values in our students, preparing them not only for academic success but also for life's challenges.

Personally, I'd like to emphasise the importance of safety and respect, ensuring that every student feels secure while taking responsibility for their own behaviour and its consequences. Open communication and mutual respect are key components of this process.

The whole team at Our Lady of the Angels is committed to providing a safe, nurturing, and supportive learning environment for every student. This is not just a plan on paper; it is a living testament to our unwavering belief in the potential of each child and our dedication to their holistic growth and development. I invite each of you to embrace the values of Our Lady of the Angels' Catholic School and join us in this collective endeavour to Teach, Challenge, and Transform our students.

A handwritten signature in black ink that reads "Matt B".

Matthew Beacroft

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

### **Our Vision**

Our Lady of the Angels' Catholic School is a welcoming, supportive community, where a love of life and learning is nurtured and celebrated within the Catholic Tradition. Shine with life Learn with Love Grow with God.

### **Our Mission Statement**

As a Catholic community, inspired by the lives of Nano Nagle and St. Francis, we empower and celebrate all as lifelong learners and leaders. We embrace joy, service and respect by shining with life, learning with love and growing with God.

### **Our School Context**

Our Lady of the Angels' Catholic Primary School is a Prep - Year 6 school, with 630 students currently enrolled. Located in the Northern suburbs of Brisbane, we have a large cross-cultural mix and respond to that by involving all parents in our school community. Our dedicated staff includes 43 teaching staff (including specialist teachers, support teachers and members of the leadership team), 25 school officers, and a Guidance Counsellor. Our Lady of the Angels' School offers the latest in teaching and learning, technology, extra-curricular activities, and the benefits of being a high quality inclusive Catholic school. We offer our students a rounded education that encourages personal growth based on Christian values. We support students to develop a knowledge of other cultures, languages and environmental and social issues. We encourage our students to participate as fully as they can in the life of the school. Our Mission Statement proclaims that we offer a program that seeks to empower and celebrate all as lifelong learners and leaders who are inspired by the lives of Nano Nagle and St Francis. As a Catholic school, we also strive to deepen the understanding of and nurture a relationship with God, through an extensive Religious Education program and community worship opportunities based on Catholic traditions.

## **Consultation and Review Process**

We commenced reviewing and updating our OLA Positive Behaviour Support Plan using the PB4L Framework. We developed an implementation timeline in consultation with our BCE Education Officer Behaviour Support. Data was collected from our community – Students, Parents/Caregivers, and Staff.

The Leadership Team then met with our Education Officer and analysed the collected data. We then developed a Professional Learning Plan for our staff based on the findings in the surveys. From this point, we discussed and identified staff members who would best suit the teams that were required.

Tier 1 - Universal Team consisted of Teachers and members of the Leadership Team.

Tier 2 and 3 – Targeted and personalised support teams consisting of ST:IE, GC and members of the Leadership Team.

At the commencement of each school year during January PD Week the school staff review our School Positive Behaviour Support Plan.

A detailed review is conducted every two years with a high-level check performed annually by the Leadership Team in consultation with our Senior Leader School Progress & Performance.

## 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.

*“Whoever welcomes this little child in my name welcomes me; and whoever welcomes me welcomes the one who sent me. For it is the one who is least among you all who is the greatest.” Luke 9: 48*

**At OLA**, as members of a Christian community, we strive to **“Shine with life; Learn with love; Grow with God”** by showing love and respect for ourselves and for each other.

Our beliefs about student behaviour and learning unify and inform us in implementing proactive practices and interactions with others in a safe and supportive environment.

Personal and Social Capabilities are identified within the Australian Curriculum as an essential element required of all young Australians to become successful learners, confident and creative individuals and active and informed citizens. Enhancement of these capabilities informs staff in their decision-making regarding the teaching of social skills.

Effective Learning and Teaching should be based on the principles of consistency, equity, engagement and empowerment. This starts in the classroom with each individual student.

At OLA we believe quality learning outcomes value:

- School is pivotal in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Australians (Melbourne Declaration).
- All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community (Alice Springs Declaration).
- A safe and supportive classroom environment where students, parents and teachers communicate effectively to develop positive relationships.
- Visible learning opportunities to engage and empower students by providing authentic and timely feedback, promoting a positive growth mindset.

- High expectations for learning and teaching, encouraging all to achieve to beyond their potential.
- Positive approaches to develop student self-discipline.

#### The Six OLA Attributes of Learning:



All members of our OLA School Community are supported in developing their own responsibility for their growth as a person. As a way of life Jesus is our mentor, and we are reflected in the image of God to all those people around us.

***At OLA every student has the right to feel safe and the responsibility to ensure that all others feel safe and secure.***

It is this understanding that students accept responsibility both for their own behaviour and for the natural and logical consequences that flow from it.

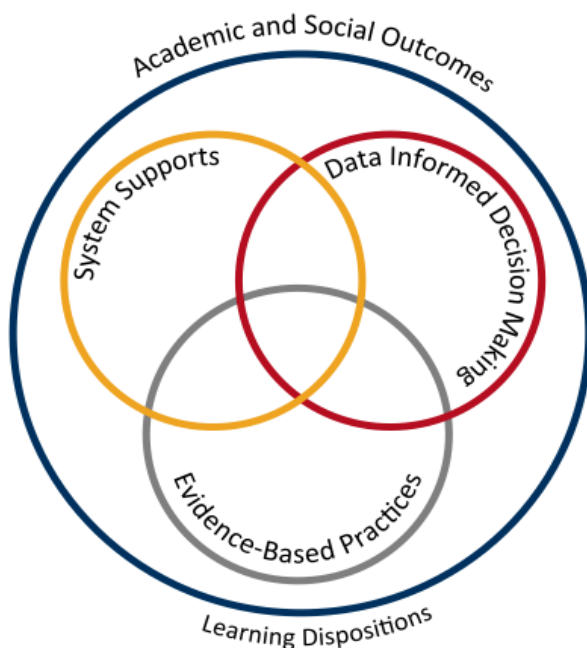
The overall responsibility for maintaining and promoting positive behaviours in the school is shared between students, parents and staff. All parties should reflect a cooperative spirit, marked by mutual respect in communication promoting the positive behaviour process.

## 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 support 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 the explicit teaching of behaviours that assists students to access learning – academically and socially – at all stages of development throughout their education.

**Diagram 1: POSITIVE BEHAVIOUR FOR LEARNING FRAMEWORK**



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).

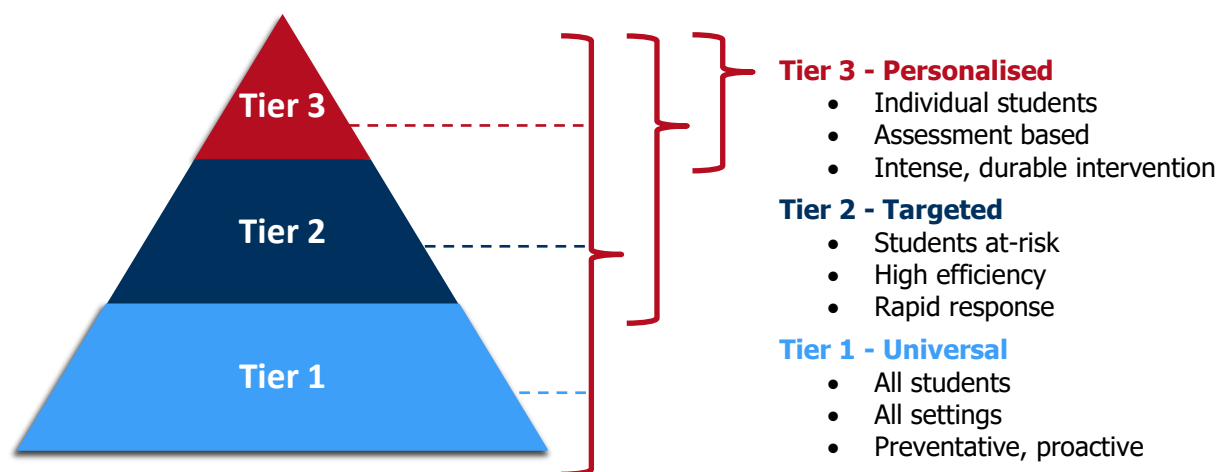
#### *Tier 2 Targeted Supports:*

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.

**Diagram 2: CONTINUUM OF STUDENT SUPPORTS**



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

#### **Universal Team**

The Universal team at OLA is comprised of Assistant Principal Religious Education, Assistant Principal Administration, Primary Learning Leader and Teacher Representatives.

The Universal Team meets once a month to review ENGAGE data and discuss PB4L.

#### **Tier Two and Three Support Team**

This team consists of the Guidance Counsellor, Support Teacher: Inclusive Education ('ST:IE'), Leadership Team - Principal and APA, APRE and PLL.

Our Principal meets weekly with the Leadership Team to discuss and review Student progress and well-being.

The Principal also meets weekly with Guidance Counsellor and ST:IE to discuss and review Student progress and well-being.

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](http://www.acara.edu.au)

## Section B: Our Student Behaviour Support Practices

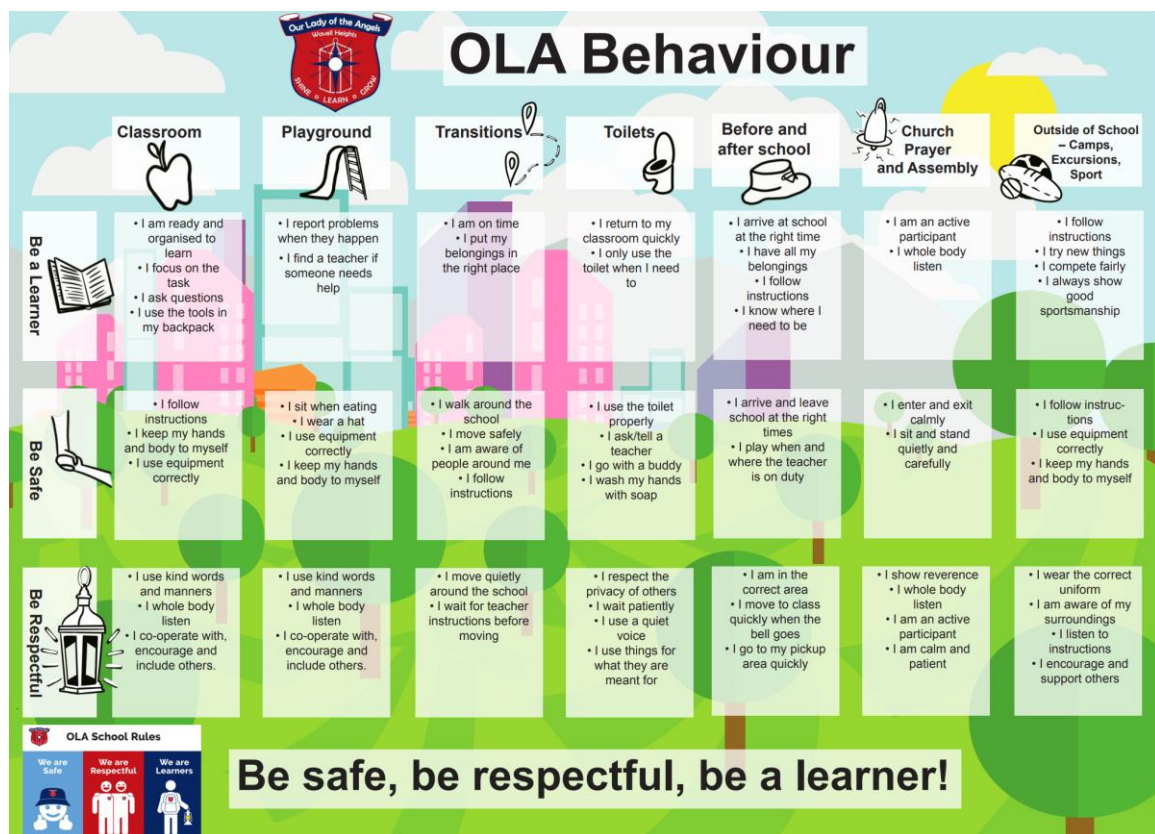
### 1. Clarity: Our Expectations

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.

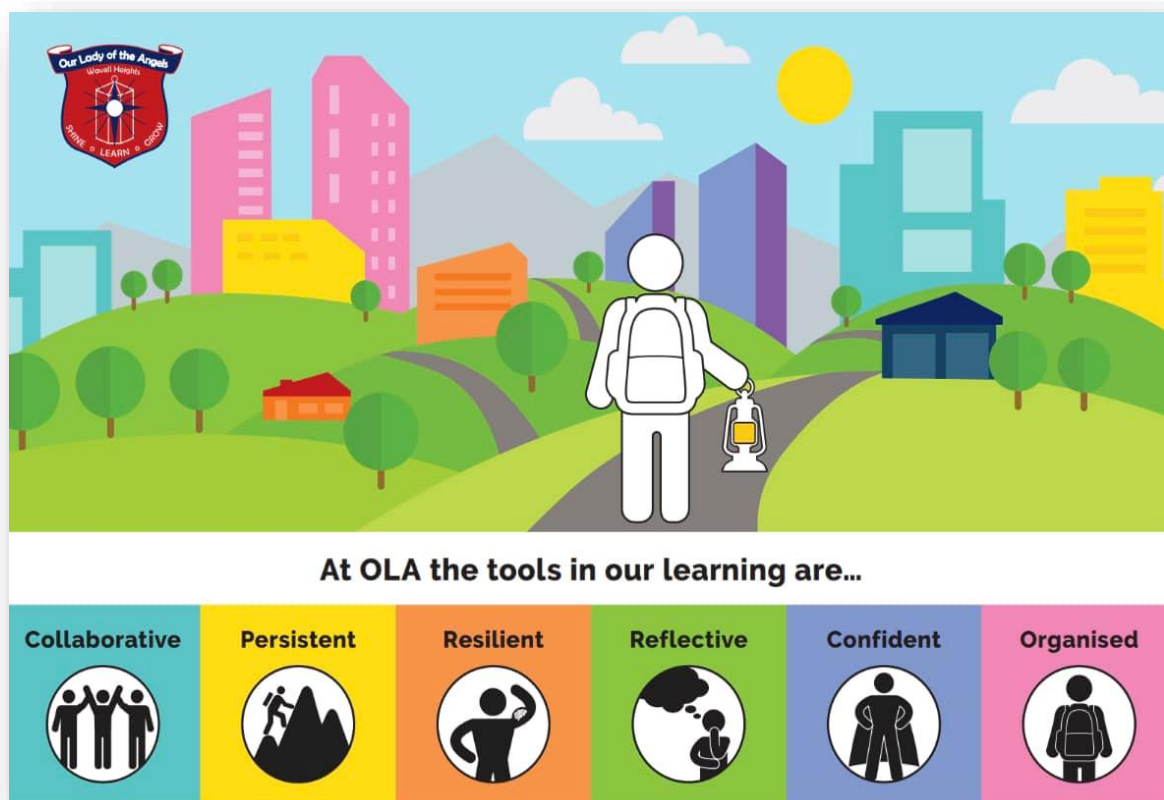
**Our Expectations Are:**



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 Toolkit for Learning and Positive Behaviour Matrix:



## 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 orientation day
- Morning Prayer, daily throughout the year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by year level/class practice
- New student orientation when needed
- Student leaders support younger peers – buddy system

Health Curriculum focuses on establishing and maintaining right, respectful relationships from Prep- Year Six.

## 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, including the teaching and learning of OLA's PB4L Matrix
Weekly awards on Assembly – Learning Attribute Awards shared within a whole school context and in the school newsletter	Class encouragers, points, rewards
Let your Light Shine Award – for extraordinary contributions within the school and local communities	Welcome to OLA Certificates – shared with any students that join the community

### **Tier 2 Targeted Supports**

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

Students are identified proactively, using academic, behavioural 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:

- Social Skills 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.
- Quiet Zone play space provided for students that require closer contact with teachers to engage in small group activities.
- Small group targeted lesson planning and delivery with specialised staff within the classroom context – responsive to current data sets and learning needs.

### **Tier 3 Personalised Supports**

Successful outcomes for students whose behaviour have 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:

- Prevent, Teach, Reinforce approach to Personalised Behaviour Support planning using Functional Behaviour Assessment in consultation with parents and specialist allied health professionals (for identified students).
- Guidance Counsellor support services meeting the identified needs and goals (for identified students).
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data.
- Partnerships and collaboration with outside support agencies and specialists.

#### 4. Feedforward: Responding to Unproductive Behaviours

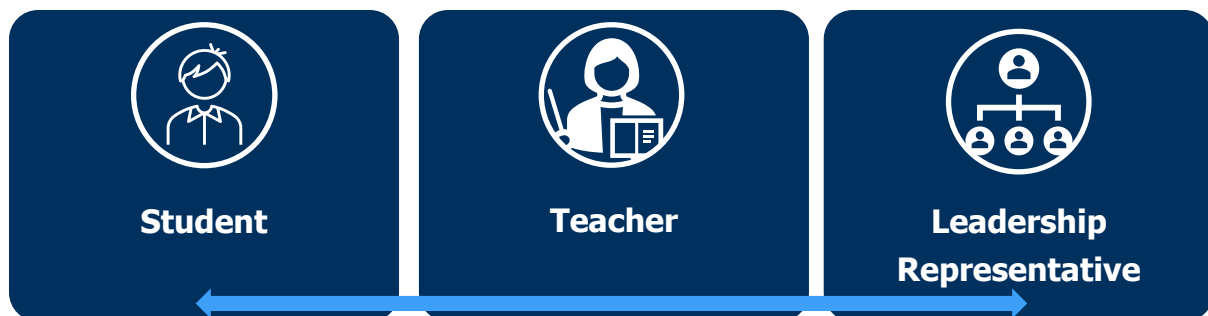
Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or do not know it well enough to routinely use it at the appropriate times. For some 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
<ol style="list-style-type: none"> <li>1. Supervised calm time in a safe space in the classroom</li> <li>2. Supervised calm time in a safe space outside of the classroom</li> <li>3. Set limits</li> <li>4. Individual support and management plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher – student conversation</li> <li>2. Work it out together plan – teacher and student</li> <li>3. Teacher – student – parent meeting</li> <li>4. Teacher – student – leadership conversation</li> </ol>	<ol style="list-style-type: none"> <li>1. Student apology</li> <li>2. Student contributes back to the class or school community</li> <li>3. Restorative conversation</li> </ol>



<b>Minor Behaviours:</b>  Student to express feeling or behaviour.	Class teacher or duty teacher to discuss concerns with involved students.  Restorative conversation with involved students and consequences shared.  Concerns recorded on Engage.	
<b>Repeated Minor Behaviours:</b>  Student to acknowledge repetitive nature of minor behaviours.	Class teacher or duty teacher to discuss concerns with involved students.  Restorative conversation with involved students and consequences shared.  Repeated behaviours are reported to Leadership Representative.	Restorative conversation with involved students and consequences shared.  Concerns recorded on Engage.  Class teacher to phone parents of involved students.

	Concerns recorded on Engage.	
<b>Major Behaviours:</b>  Student to acknowledge inappropriate behaviour and discuss impact on others.  Student to apologise and be removed from class or play.	Class teacher or duty teachers to alert Leadership Representative.	Leadership Representative to investigate behaviours, identify appropriate consequences and /or sanctions.  Restorative conversation with involved students and consequences shared.  Concerns recorded on Engage.  Leadership Representative to phone parents of involved students.  Consequences and sanctions implemented and reflections shared between involved students, with supporting adult/s.

## 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**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, 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 supervision of these detentions is undertaken by a teacher or member of the Leadership Team.

### **Suspension**

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, 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. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

Reasons for implementing a formal sanction of Suspension may include, but are not limited to:

- Prolonged periods of heightened behaviours, with de-escalation strategies proving unsuccessful
- Noncompliance with adult instruction when responding to unsafe behaviours
- Crisis management situation whereby demands outweigh the resources of school staff and facilities.

At OLA, school leaders and support staff work collaboratively with parents/caregivers, 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**

<b>Sanction</b>	<b>Appeal Process</b>
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a>

Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

## 6. Bullying and Cyberbullying: Information, Prevention and School 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).

Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

### 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**

To assist in understanding the behaviours we identify as bullying and harassment please refer to the Major Behaviours in Appendix A.

The National Safe Schools' Framework (2011) states a safe and supportive school is one in which "diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing".

In line with this framework, OLA is:

- committed to positive, proactive practices in support of student behaviour and well-being
- dedicated to ensuring Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships
- passionate about fostering respectful interpersonal relationships among and between all community members
- focussed on promoting positive behaviour support as an integral part of all learning and teaching experiences.

To achieve these expectations, we undertake the following:

At OLA all staff undertake annual mandatory training regarding the identification of; impact of; and handling of cyberbullying. Students in Year Three - Six participate in extensive online behaviour expectation training and collaboratively complete an Appropriate Use of Technology Agreement between students, parents and school.

Responding to any concern or potential concern regarding the inappropriate use of technology is everyone's responsibility. If students, staff or parents are concerned about any online safety breaches they are required to address these as per the usual Complaints Management Procedure or Student Protection Protocol, including discussions with teachers and/or student protection contacts.

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

At OLA we use the approved Australian Curriculum (ACARA, including the personal and social capabilities) and the BCE Religious Education Curriculum to embed the teaching of healthy relationships and positive behaviours as a proactive measure to reduce the occurrence of bullying and harassing behaviours. Through sharing the PB4L Matrix of expected behaviours at OLA, we are able to teach students about ways to engage in respectful relationships with others, self and environment.

### **3. Responding to Bullying and Harassment**

With the support of parents, the wider community, and the students themselves, staff take proactive and preventative action to prevent bullying happening in the first instance. All staff must take all reports of bullying and harassment seriously and respond within a school team process. We do this by placing a strong emphasis on teaching prosocial behaviours from the commencement of Prep. Our students are taught the importance of communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.

When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include the following action:

- 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 OLA we plan and educate for a safe, supportive and inclusive school to prevent bullying and harassment. Such education includes:

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. At each assembly students are reminded of the Recognise, React, Report process for identifying unsafe situations and are also reminded of the OLA Student Protection Contacts.
2. Staff communication and professional learning: Staff are 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. Such professional learning includes the PB4L Mandatory Online training schedule.
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. At the commencement of each year, staff and community members engage in Cyber Safety sessions and Responsible Use of Technology agreements.
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: referring to the Staff Handbook and Class Administration Folders.
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. Communication is shared via newsletter and actively engaging with your child's Acceptable Use of Technology Agreement which is completed annually.
6. Explicit promotion of social and emotional competencies among students is frequently referenced regarding right and respectful relationships. The Health Curriculum encourages students to engage in age-appropriate discussion around expected behaviours in social situations, both online and face-to-face.
7. Whole school programs to prevent and address bullying including links to the independent research-based *Be You Programs Directory* and *Be You Well-being Plan for Students*. The *STEPS Framework* is a decision-making tool used by staff to help schools select appropriate and evidence-based anti-bullying programs and lesson preparation and delivery.

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

<b>Principal</b>	Matthew Beacroft	Phone: 3359 9198
<b>Assistant Principal Religious Education</b>	Kirsten Karey	Phone: 3359 9198
<b>Assistant Principal Administration</b>	Paul McGlone	Phone: 3359 9198
<b>Guidance Counsellor</b>	Melissa Booton	Phone: 3359 9198

### Cyberbullying


Cyberbullying is treated at OLA 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.

At OLA, staff will respond to incidents of cyber bullying and harassment by speaking with involved students and engaging in the process of Restorative Practice. School staff will speak with parents of both the perpetrator and victim. If the incident is deemed excessive or in breach of the Acceptable Use of Technology Agreement, formal sanctions will be imposed by the school.

### Resources

At OLA the combined use of [Be You Programs Directory](#) and [STEPS](#) are used as a decision-making tool to help select appropriate and evidence-based anti-bullying programs.

The [Australian Curriculum](#)  provides the framework for OLA's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. At OLA we seek to teach and learn about right and respectful relationships by modelling high expectations and using real life experiences as an example for students. Learning about bullying and harassment are explored in Personal and Social Capability (General capabilities) and within the Health and Physical Education Curriculum.

As a schoolwide learning opportunity, we engage in whole-school activities including:

- Safer Internet Day each February
- Bullying NoWay Day annually
- Day for Daniel in October.

We also ensure community members are aware of the Office of the eSafety Commissioner, as they promote and provide online safety education for Australian young people, parents and educators through resources and Outreach Program.

## **Section C: Our Student Behaviour Support Data**

### **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.

Our Lady of the Angels' Wavell Heights uses behavioural data from ENGAGE and the BI Tool, together with other data sources to make data informed decisions about student supports. This includes discussions with Class Teacher, Leadership Representative and STIE.

The universal team consisting of teachers and leadership, meet once a month to analyse universal school data, and then share feedback during staff meetings. Students supported by a targeted and/or personalised plan are discussed and reviewed by STIE, Guidance Counsellor & Leadership Representative to prioritise their needs for individualised support.

The data collected through Engage and displayed on the Business Intelligence Tool enables staff to identify patterns or concerns, seeking to identify triggers and plan for appropriate decision making to reduce unproductive behaviours. Examples of this include noticing high incidence of physical behaviours in Early Year Playground and responding with increased activities shared by Senior Leaders; unsafe behaviours in tuckshop line identified and responded by use of Buddies to deliver tuckshop baskets to classrooms. Areas and times of high incidents, accidents and injuries are also managed through first-aid records and WH&S records, to identify any adjustments and/or modifications required to support positive and productive opportunities for learning and play.



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## **Relevant Brisbane Catholic Education Policies**

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

## Appendix A - Behaviour Definitions

### Minor Behaviours

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

## Major Behaviours

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

	Descriptor	Definition	Example
		destruction or disfigurement of property	
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 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 activity, using mobile



	Descriptor	Definition	Example
		forceful, secretive, compulsive, coercive or degrading	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

Approver:	Principal	Issue date:	08/08/2023	Next review date:	20/01/2026
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