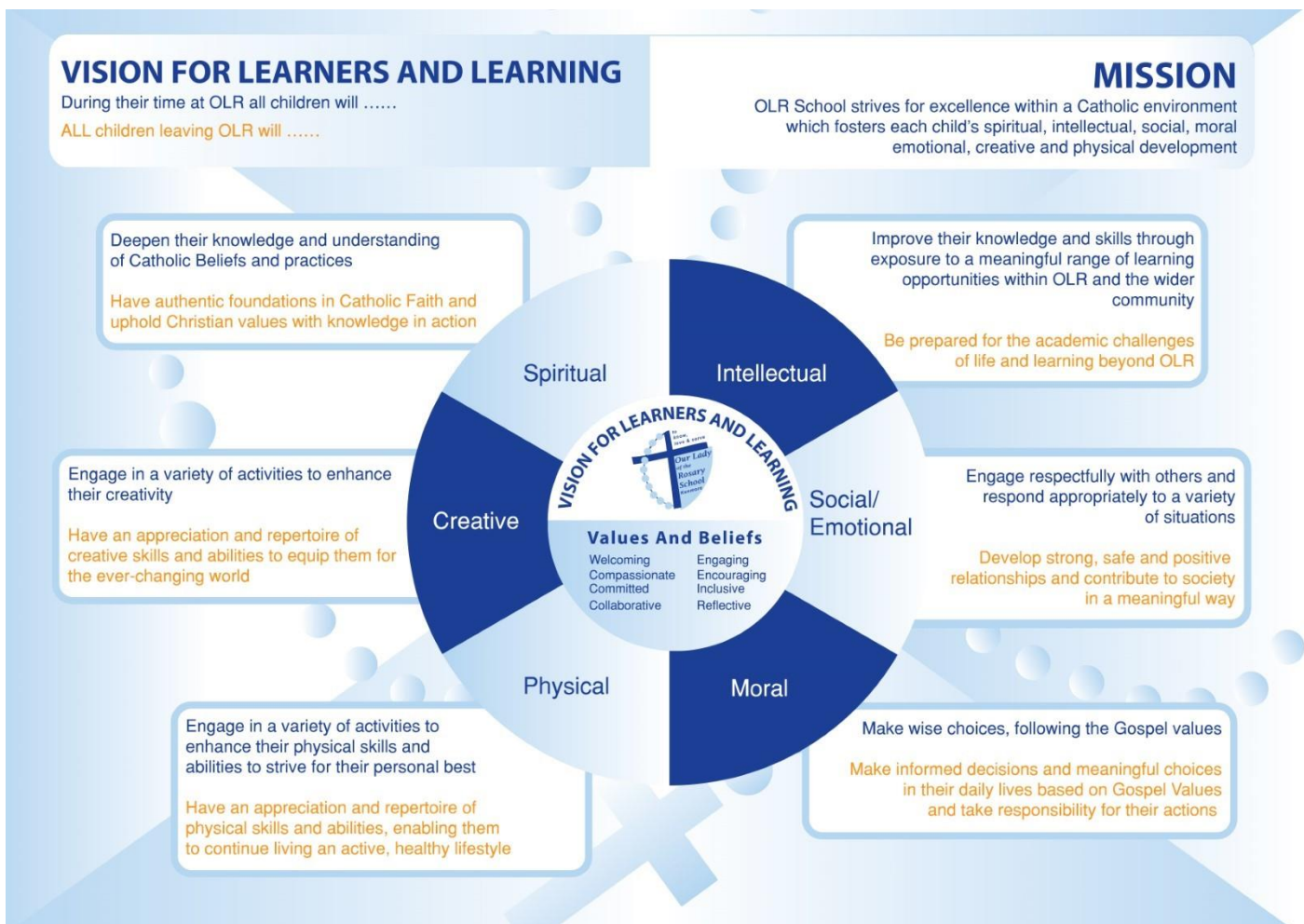


# School Student Behaviour Support Plan 2025

## BCE Mission and Vision - To OLR School Mission and Vision – To Know Love and Serve

Within our Vision for Learners and Learning, we have spiritual, social/emotional and moral categories which focus on: upholding Christian values, engaging respectfully with others, responding appropriately, develop positive relationships, making wise informed choices and which forms the underlying focus of our behaviour support plan.



## OLR Context

Our Lady of the Rosary School primarily serves the families of Kenmore and nearby western suburbs of Brisbane. The population of approximately 230 students comprises an increasingly diverse community of learners.

The students of Our Lady of the Rosary School are predominantly Catholic. There is an increasing number of students who speak languages other than English.

Parents work in technical, managerial, educational and business fields. Generally parental expectations are high and parents are actively interested and supportive, contributing to the life of the school.

The school was established in the early 1960s and is built on hilly land situated on the corner of two major roads. The campus is spread out across a large area. There are four playing precincts. There are also four major drop off/pick up points. Access points and play areas are spread out through the site. Several classroom and learning blocks are positioned inbetween. With limited connectivity between rooms, open and sheltered external corridors are the main access points in and out learning areas. The large, open playing space of the oval is at the end of a steep descent from the main school area. The physical environment is a major consideration when establishing and supporting positive behaviours for learning and social interaction.

## Consultation and Review Process OLR Context

Significant consultation occurred on school rule and behaviour matrix development in 2011. In 2023 the school conducted a community wide survey and undertook professional development centred on current research regarding learning behaviour, student support models and effective practice. A new Behaviour Support Matrix was developed in 2024. A set of agreed expectations for seven spaces within the school is established. Continued implementation of the new Student Behaviour Support Plan concluded in 2024.

## 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.

Through our vision to 'Teach, Challenge and Transform' and 'Know Love and Serve', we believe:

- Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life. Treating people with dignity and respect is important in our behavioural support process.
- Every learner seeks to find meaning in life and learning. In the Catholic Christian Tradition, we find meaning in the person and teachings of Jesus to grow as pilgrim people. Students need to be supported in learning how to behave in a socially acceptable way.
- Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions. Students need to be truthful and be accountable for their behaviours. Staff need to support students to develop this skill.
- Every learner is, in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all. Individual differences are taken into consideration especially for students with disabilities.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world. Classes in HPE will look at what motivates actions and behaviours and seek to understand what is most appropriate in differing circumstances.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others. Some students have had traumatic events in their life and or disabilities and require appropriate levels of support behaviourally which would form part of an Individual Behaviour Plan (IBP).

## 2. Our Systems Approach - Positive Behaviour for Learning (PB4L) What is Positive Behaviour for Learning?

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

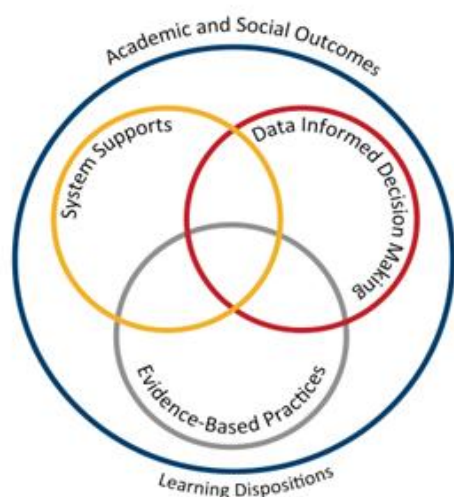


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

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

### Continuum of support and key features

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

#### Tier 1 Universal Supports:

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

#### Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

#### Tier 3 Personalised Supports:

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

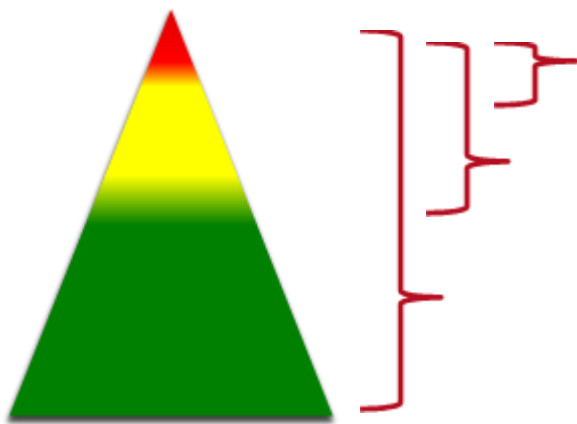


Diagram 2: CONTINUUM OF STUDENT SUPPORTS

Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1

- All students
- All settings
- Preventative, proactive

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 the Rosary School has a PB4L committee which is made up of a School Leadership, the Guidance Counsellor, STIE, Teachers and School Officers. Meetings are held a minimum of once a term. At each committee meeting, an agenda is tabled and minutes are taken on a rostered basis. Student data is examined, and a range of support options discussed. This committee has formed a professional learning community to oversee the update of policy and practice, working with Leadership and the BCE education Officer Wellbeing.

Tier 2 support systems occur through the request for support in Engage. A subsequent review and response meeting would be held with the teacher, aide along with the Principal or his/her delegate, Guidance Counsellor and STIE.

Annual professional development takes place ranging from refresher of the policy, Engage usage, sharing of data or training such as FBA. In 2022, teachers completed the PB4L training modules and attended professional development presented by the BCE Education Officer: Student Well-being. Onboarding of new staff includes Student Behaviour policy and practice and the completion of the unit. Student Behaviour Support has been a focus of professional development through 2023, and this continues through 2024.

## 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 School Moto - KNOW, LOVE AND SERVE

- Yourself
- Others
- School and Environment
- Learning

The "Be a STAR at OLR" behaviour matrix aligns with our key Catholic values of respect, care and service to others. It reinforces the belief that everyone is made in the image and likeness of God, deserving of dignity and respect. This not only enhances academic focus, it also supports the social and emotional wellbeing of our students, fostering a sense of belonging and mutual respect. The positive stated behaviour expectations are taught, modelled and consistently reinforced, ensuring all students understand and embrace these values. We simply state and focus on 4 school rules:

1. We stay focussed on learning
2. We take responsibility for ourselves
3. We act with care towards others
4. We respect and encourage all.

**Be a STAR at OLR**

When we <b>LEARN</b> we:	When we <b>PLAY</b> we:	When we <b>GATHER</b> we:
<p><b>S</b> <b>TAKE RESPONSIBILITY FOR OURSELVES</b></p> <ul style="list-style-type: none"> <li>• Listen and follow directions</li> <li>• Try your best</li> <li>• Use devices for learning</li> <li>• Be organised and ready</li> </ul>	<ul style="list-style-type: none"> <li>• Play by the agreed rules</li> <li>• Keep Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> </ul>
<p><b>T</b> <b>ACT WITH CARE TOWARDS OTHERS</b></p> <ul style="list-style-type: none"> <li>• Report unsafe behaviours</li> <li>• Keep our spaces tidy</li> <li>• Wear uniform correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and Actions</li> <li>• Be sun safe</li> <li>• Right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit calmly and quietly</li> <li>• Walk quietly and directly</li> </ul>
<p><b>A</b> <b>RESPECT AND ENCOURAGE ALL</b></p> <ul style="list-style-type: none"> <li>• Ask for help</li> <li>• Care for equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Use bathrooms appropriately</li> <li>• Respect others' privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Be Prayerful and reverent</li> </ul>
<p><b>R</b></p> <ul style="list-style-type: none"> <li>• Respect others right to learn</li> <li>• Respect teachers right to teach</li> <li>• Use Encouraging words</li> </ul>	<ul style="list-style-type: none"> <li>• Speak positively</li> <li>• Solve problems respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Be calm and patient</li> </ul>

A Brisbane Catholic Education School

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).

## 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.
- Pastoral care period, weekly throughout the year.
- Time built into the first weeks of schools and increased later in the year.
- Assemblies followed by group practice.
- New student orientation when needed.
- Student leaders support younger peers.

### 3. Feedback: Encouraging Productive Behaviours for learning

#### Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system. The encouragement strategies in place for school and classroom include:

School Wide	Classroom
Students receive Commendation awards when 'spotted' (living out) positive behaviours for learning (shared and agreed ways of behaving).	Teacher negotiated reward systems.
<b>Student of the week awards</b> which focus on three areas: specifically targeted behaviours identified as a sprint or focus, the personal behaviour for learning outlined in the matrix, and the BCE characteristics of highly effective learners.	Contingent and non-contingent feedback. Contingent adult attention and feedback is provided on a regular basis based on the demonstration of an identified behaviour e.g. affirmation, reinforcement, tangible item or preferred activity. Non-contingent adult attention and feedback can be provided regardless of the performance of an identified behaviour and provides the student with a positive adult interaction e.g. smile, greeting, conversation or proximity.
Provide <b>specific feedback</b> on the behaviour. Effective specific positive feedback includes: <ul style="list-style-type: none"> <li>describing the observed behaviour</li> <li>giving a rationale for the expected behaviour</li> <li>providing a preferred activity / task</li> <li>contingent attention when the behaviour is demonstrated</li> <li>given in a timely manner and frequent (during initial learning of a new skill)</li> </ul>	Use of peer acknowledgement and support.

#### 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 self-management.
- 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 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 with associated plan.
- 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. Supervised calm time in a safe space outside of the classroom Set limits. Individual crisis support and management plan.	Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

## 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 – 6 and include:

- **Detention process**

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, after school or non-school days. 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).

**• 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, 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/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** (refer to BCE Student Behaviour Support Guidelines, Regulations and Procedures, p43-45)

Exclusion is the full-time withdrawal of a student's right to attend the school. It is used only in extreme circumstances. The Principal must make a submission to the Director of School Services recommending an exclusion, which will be forwarded to the Executive Director for a decision. The procedure is stated in Student Behaviour Support p44.

Exclusions are regarded as last resort option. It signals that the student's behaviour has continued to be inappropriate despite the best efforts of the school. It would follow a clearly documented range of intervention strategies attempted as specified in the BCE Student Behaviour Support Guidelines, Regulations and Procedures. For appeals, the school aligns to BCE processes.

An appeal can be made by parents/caregivers as follows:

- To the Principal in relation to a suspension for 1-5 days on the grounds that correct procedures were not followed or that an unreasonable decision has been made.
- To the Area Supervisor in relation to a decision to suspend greater than six days.
- To the Executive Director in relation to expulsion.
- Appeals must be in writing stating the grounds of appeal. The fact an appeal has been lodged does not suspend the operation of the suspension or exclusion.

Sanction	Appeal Process
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/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 Page 9 of 17 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

Staff regularly undertake professional development to understand Bullying and Harassment. This includes availing experts in the field and working with BCE Education Advisers. Parent and Community information evenings are conducted cyclically, where guest speakers are engaged to inform parents and care givers of the issues, research and best practice. Students undertake explicit learning regarding anti bullying and harassment.

A number of clear themes emerge from the research that indicate the types of approaches likely to have the strongest effect on reducing and preventing bullying in schools.

Evidence indicates that successful anti-bullying interventions:

- take a holistic, whole-school approach.
- include educational content that supports students to develop social and emotional competencies, and learn appropriate ways to respond to bullying behaviours.
- provide support and professional development to teachers and other school staff on how best to maintain a positive school climate.
- ensure systematic program implementation and evaluation.

#### 2. Teaching about Bullying and Harassment

Teachers use the ACARA Personal and Social capabilities, as well as the learning opportunities in the Health Curriculum, to embed the teaching of personal safety, healthy relationships and positive responses to bullying and harassing behaviours. The RE curriculum highlights the importance of respect and human dignity. This is integrated across the curriculum using Catholic perspectives regarding relationships.

#### 3. Responding to Bullying and Harassment

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

**Direct sanctions:** Direct sanctions refer to negative consequences imposed upon students who are responsible for bullying. Sanctions can include verbal reprimands, meetings with parents, temporary removals from class, withdrawal of privileges, detentions, short-term suspension, and permanent expulsion (Thompson & Smith 2011).

**Restorative practice:** Restorative practice is based on the concept of restorative justice and prioritises repairing harm done to relationships over the need to assign blame and dispense punishment (Wong et al. 2011). In a restorative approach, students responsible for bullying are required to attend a meeting along with the student being bullied.

All staff take all reports of bullying and harassment seriously and respond with a school team process as below:

- **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

The approaches Our Lady of the Rosary school take to counter bullying can be classified as either 'preventative' or 'responsive'.

Preventative approaches aim to stop bullying from occurring in the first place, while responsive approaches are the steps taken to resolve the problem after bullying has occurred. The two approaches are not entirely distinct: responsive approaches should also aim, for example, to prevent bullying behaviours from occurring again in future. Nonetheless, the two types of approaches are discussed separately here for the sake of clarity. Preventative antibullying approaches a whole-school approach.

The problem of bullying extends far beyond school and is also embedded in the values and norms of wider society. In order to address bullying, then, it is necessary to take a holistic – whole-school and whole-community – approach. A holistic approach recognises that a positive school environment, which emphasises student wellbeing and reinforces a norm of inclusiveness and diversity, is crucial in preventing bullying.

Four key strategies emerge from the literature as particularly important components of a whole-school approach establishing school-wide anti-bullying policies:

- focussing on preventing bullying in key environments including the classroom and playground.
- promoting a culture of reporting bullying.
- and partnering with parents and carers.

OLR plans for a safe supportive and inclusive school, preventing bullying and harassment through the following practices:

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 e.g. Harmony Day, Bullying No Way! Campaign.
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 e.g. cyber education training.
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. e.g. at staff induction.
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. e.g. Cyber bullying education evening, newsletter insets.
6. Explicit promotion of social and emotional competencies among students: Focus on resilience in GETO (Great Example to Others) awards and assemblies.

7. In 2024 the Second Steps program was launched. This research-based bullying prevention program provides a support system and shared understanding of anti-bullying and cyber safety issues and responses, including the promotion of shared language and processes for the whole community.

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

- Principal - Paul Rees – 07 3378 2412
- APRE – Sharon O’Hara – 07 3378 2412
- Guidance Counsellor - Melissa Campbell – 07 3378 2412

## **Cyberbullying**

Cyberbullying is treated at Our Lady of The Rosary 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.

Regular review of the school’ Responsible use of Technology Agreement’ is conducted at the beginning of each term .

## **Resources**

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

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

- [Bullying No Way!](#)
- [Office of the eSafety Commissioner](#)

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

### **1. Data Informed Decision Making**

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

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

We are committed to collecting data on two levels (Minor and Major behaviour):

- Minor Behaviours are listed in the Behaviour Response Matrix. This will be recorded on ENGAGE by Teachers.
- Major Behaviours are listed in the Behaviour Response Matrix (Appendix A). This will be recorded on ENGAGE by Teachers and Leadership.

### **Shared Decision Making Based on Data:**

#### **• Teacher Data**

Class teacher data is used to determine frequency when applying referral requests in ENGAGE. This data can also be used when discussing cases for behavioural referrals to Guidance during wraparound meetings.

- ENGAGE data (this data is used on several levels)

The first level is in regard to individual student behaviour, allowing monitoring of times, trends and frequency. This can be used when placing students on an Individual Behavioural Plans (IBP). This data is presented during discussions to empower productive solutions and responses to student behaviour.

The second level is in regard to whole school issues presenting in data. Data is regularly used to inform the SB committee and Staff to promote discussions on analysing patterns and looking at ways to respond to inappropriate behaviours. This enables a creative and collective response to issues.

The third level is in regard to staff and student training. Data can be used with staff to discuss consistency of approaches to addressing behaviours. It can also be used to conduct specific teaching with specific classes/year levels should patterns be observed.

## References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). Check and Connect- Implementing with Fidelity. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem Behavior in schools. New York: Guilford Press.
- Greene, R.W. (2014). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), Positive behavior support (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), Handbook of Classroom management: Research, practice and contemporary issues (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) Handbook of positive behavior support (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). Handbook for positive behavior support. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). Best behavior: Building positive behavior support in schools. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems. New York: Sophis West.

## 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.

## 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.

<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact.	Pushing in the tuckshop line, horseplay.
<b>3</b>	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".
<b>4</b>	Disruptio	Student engages in low intensity, but inappropriate disruption.	Calling out, talking to a peers in class.
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code.	Wrong socks, wrong shorts for sport.
<b>6</b>	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.
<b>7</b>	Property misuse	Student engages in low intensity misuse of property.	Using equipment contrary to its design or purpose.
<b>8</b>	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.
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time.	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying).	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;

		<p>offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>Racial: taunts, graffiti, gestures, intimidation;</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>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.</p>
<b>4</b>	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.
<b>5</b>	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.
<b>6</b>	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.
<b>7</b>	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.
<b>8</b>	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.
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it.	Stealing school or personal property.
<b>10</b>	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.
<b>11</b>	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).
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment.

		drugs contrary to their doctor's directions.	
<b>13</b>	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.
<b>14</b>	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.
<b>15</b>	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.
<b>16</b>	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.
<b>17</b>	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.
<b>18</b>	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.

Please refer to the PB4L Flowchart/diagram of response which is Appendix A in this document.

## Appendix A

### Flowchart/Diagram of Responses in line with PB4L Framework

