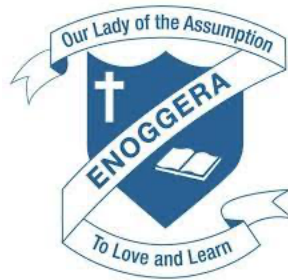


Our Lady of the Assumption Enoggera

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN



The Our Lady of the Assumption school community as part of BCE schools values an inclusive approach. Our whole school goal is to nurture and support all students in a safe welcoming environment where our Catholic Faith remains central to our relationships and community building.

Our Lady of the Assumption is committed to the holistic education of our students following the Charism of the rules of Benedictine and the Good Samaritan Sisters based on the values of love, integrity, hope, faith, trust and justice. We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents, to underpin all that we do. We follow the vision and mission of Brisbane Catholic Education where we seek to Teach – Challenge and Transform.

School Mission and Vision - Teach Challenge Transform

Vision

As a faith community we commit our talents and skills to quality teaching and learning in a caring environment which integrates faith, life and culture.

Mission Statement

As the faith community of Our Lady of The Assumption School, we commit ourselves to developing an authentic Catholic School which:

- is founded on the person of Jesus Christ and enlivened by Gospel values.

- promotes the teachings of Jesus and the living out of the values handed down to us by our Catholic faith.
- provides each individual with an experience of belonging to this community, leading to the enhancement of self-esteem and the encouragement of generous service.
- develops the full potential of each person and ensures a balance between individual and societal needs.
- provides a challenging curriculum which links faith, life and culture.
- promotes our school as a place of quality learning and excellence.
- promotes an active partnership between home, parish, school and community.

Our School Context

Our Lady of the Assumption School is a Catholic Primary School P-6 and is committed to providing a high-quality inclusive education. Our Lady of the Assumption is part of the Kedron Brook Catholic Community and is administered by Brisbane Catholic Education (BCE)

The student cohort at Our Lady of the Assumption School reflects the diversity of the population in the north-western corridor of Brisbane and the southwestern Moreton Bay Region. Our school's inclusive culture ensures the progress and achievement of all students.

Consultation and Review Process

The Student Behaviour Support Plan has been created in collaboration with staff, parents and Brisbane Catholic Education Officers: Well-being and Behaviour Support. A staff consultation team drove the PB4L agenda in the school and feedback was sought as each step was completed.

Since 2019 there has been on-going consultation with BCE Behaviour Support Team resulting in the gradual implementation of PB4L and the Engage Data Base.

A School-Wide Behaviour Matrix has been developed to incorporate the positive behaviours based on the school value of Respect.

The Behaviour Support Plan will be regularly reviewed by the School Leadership Team in consultation with all community stakeholders.

The Disability Standards for Education (DSE) specify that students have a right to education free of harassment or victimisation.

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.

This Student Behaviour Support Plan (SBSP) has a focus on understanding behaviours rather than simply reacting to them. We understand behaviours as communication and believe that behaviour can be taught and learnt.

Our Plan emphasises relationships, personal responsibility and choice. It is proactive and preventative in nature and strives to create a positive learning, personal and interpersonal culture in the school. It provides opportunities for restoring trust and rebuilding relationships as well as redirection for students to allow for new beginnings. This policy document is intended to provide a philosophical and practical framework by which students are supported to "Love and learn".

Our Lady of the Assumption believes that all staff and students in our community are lifelong learners. We nurture and grow our students through the variety of learning opportunities and interactions. At OLA we are focussed, engaged and we acknowledge the integrated link between learning and behaviour. Thus, we have whole school expectations that govern all social behaviour and interactions within OLA. We ensure all our students are able to learn in a safe, engaging and productive environment within the Our Lady of the Assumption School community and accept all members of our community fairly, equitably acknowledging that everyone has rights and responsibilities. The Disability Standards for Education 2005 (the Standards) is subordinate legislation under the Disability Discrimination Act 1992 (DDA). The Standards clarify and elaborate the legal obligations of education providers towards students with disability under the DDA. The Standards set out how education is to be made accessible to students with disability through the provision of reasonable adjustments so that they can access and participate in education on the same basis as their peers. The Queensland Catholic Education Commission position statement on inclusive practices informs us of our responsibility to recognise and respect the rights and needs of every child. This is achieved by providing equitable access to the curriculum/co- curriculum, offering maximum engagement and learning opportunities by meeting the educational and social needs of all students.

At OLA, we recognise education as the key pathway to improving equitable economic, social, emotional, and wellbeing outcomes for students. Every student deserves to flourish and has the right to learn in a safe, supportive, and inclusive school environment, free from discrimination, bullying and harassment.

Brisbane Catholic Education (BCE) supports all students, regardless of background, identities, and abilities to access and fully participate in their learning. We believe student's learning and holistic development is enhanced by:

- Explicit and consistent teaching and modelling of appropriate social behaviour
- High expectations
- Explicit and responsive teaching cycles underpinned by the BCE Learning and Teaching Framework
- Clear and explicit use of the Australian Curriculum (ACARA)

- Engaging learning sequences developed using the BCE Model of Pedagogy with appropriate differentiation and use of Gradual Release of Responsibility
- Positive behaviour strategies and supports (PB4L)
- Community members who value and respect each other and seek to build positive relationships
- Respecting and nurturing our Benedictine Charism, personal spirituality and recognising and respecting cultural heritage

Recognising and responding to individual needs of students. We believe everyone has a right to:

- Be respected and treated with courtesy, understanding and dignity
- Be empowered and encouraged to develop their whole potential

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

What is Positive Behaviour for Learning?

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

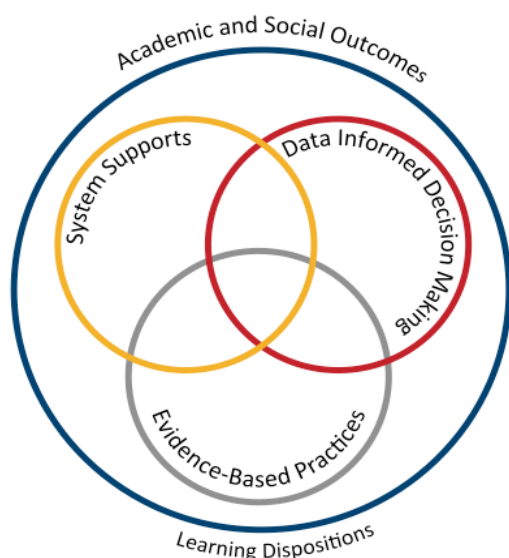


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate

in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

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

Tier 1 Universal Supports:

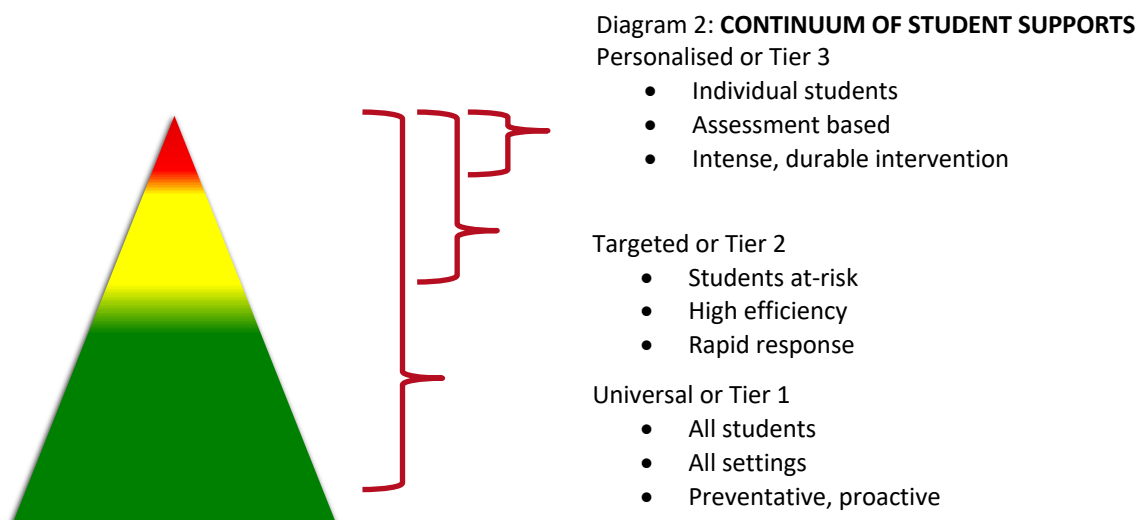
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

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

PB4L team consists of a staff consultation team who meet quarterly to review implementation progress.

In addition, the Student Support Team leader who meet weekly. Requests for support are discussed at these meetings and after gathering relevant data, an appropriate support/intervention will be put in place.

At Support Team Meetings and IAPs Tier 2 and Tier 3 interventions are discussed and implemented.

At Our Lady of the Assumption the Teachers are key to implementing Universal Supports to enable all students access to the Australian Curriculum.

This is supported by

- Practising Excellent learning and teaching strategies as outlined by Brisbane Catholic Education
- Incorporating the social and emotional capabilities
- Maintaining high expectations that all students can learn
- monitoring attendance
- Facilitating wellbeing programs developed within a framework of the Social and Emotional Capabilities from the Australian Curriculum and Health and Physical Education Curriculum.
- The collection and use of data, trends and patterns, that is gathered from each year level from SRS, TLD, Engage, student protection processes and anecdotal discussions in relation to events that have affected the entire cohort.

Our aim to be proactive and preventative as well as addressing issues that may arise during the year. The OLA Matrix and The OLA Way are important element of the Student Behaviour Support process. This is a program focused on providing students with the foundations for achievement and success in school, work and life – today and in the world of tomorrow. We work with the students to build the culture of the community as one where students are keen to do their best, willing to give things a go, get along with others, believe in themselves and their ability, and have the resilience when faced with setbacks and challenges.

“I am Strong”, a mantra from our Friendology Program implemented this year offers language and strategies to our students and staff to deal with friendships and conflicts.

Teachers and the leadership team, work with the students to develop these foundations, and they are embedded in in our positive reinforcement Ticket reward system and our Weekly student OLA Awards and Reporting processes. The OLA Matrix, The OLA Way, Our Feed Forward document, Friendology and Wellness Week celebration every term, promote a whole school approach to mental health promotion, prevention and early intervention as well. All programs form part of a Whole School Student Wellbeing Plan.

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:

- Respect ourselves and others
- Respect our learning
- Respect our actions

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.

RESPECT	CLASSROOM	PLAY SPACES	ON THE MOVE	EATING SPACES	GATHERING SPACES
O OURSELVES AND OTHERS 	Ready to learn Whole body listening Kind words	Show Respect Take responsibility Be Safe	Walk safely Move quietly Be on time	Sit to eat Eat healthy food first Wash and dry hands properly	Move and sit quietly Listen and respond Participate respectfully
L OUR LEARNING 	Respect others learning Have a go Be on task	Co-operate with others Listen to instructions Ask for help	Be organised Follow directions Move quickly and quietly to the right area	Stay seated Drink water Keep the area tidy	Participate appropriately Be still be calm Be prayerful and reverent
A OUR ACTIONS 	Care for all property Follow rules and instructions Stop think do	Sun Smart Play fairly Follow rules	Use toilets appropriately Move on the Bell Walk sensibly	Wait for instructions Use bins Be ready for play	Move with Care Wear the correct uniform



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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year
- Orientation night with new parents
- Religion and class meetings
- Time built into the first weeks of school and beginning of each term
- Assemblies
- New student orientation when needed

- Formation/ leadership days for Senior students
- Student leaders support younger peers – Buddy system

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan William, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (William, 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 <ul style="list-style-type: none"> • Practised and positively reinforced at Assembly • Focus behaviours from Matrix shared with students Monday Morning for the week 	Classroom practices that encourage expected behaviours through explicit teaching, practicing <ul style="list-style-type: none"> • Matrix on display
<ul style="list-style-type: none"> • Weekly Golden ticket draws from class boxes at Assembly 	Teachers and other staff reward OLA students for Matrix behaviour with Golden Tickets
<ul style="list-style-type: none"> • OLA Awards given to students at Assembly ticket 	Points system for class reward

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 and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

positive, supportive approach that builds, maintains, and sustains relationships with students.

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

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom 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

- Detention process (Time-out)
- Suspension process
- Exclusion

Time-out (Detention)

OLA uses formal sanctions only after careful deliberation. At OLA Catholic Primary School, formal sanctions are usually given for student behaviour that harms others physically or emotionally, damages school property, or disrupts others' learning in ways that cannot easily be managed in the classroom by teaching staff.

Students who require time-out may have this within their classroom, the Guidance Counsellor office area, require the support of a member of our Learning Support Team or a member of the Leadership Team depending on who is available to supervise the student and the nature of the concern about their behaviour. Time-out, including time at lunch and playtime, will be recorded in our Engage Database (Student Behaviour Support System).

During a period of time-out, the student: repair relationships through restorative conversations and restorative practices; make plans for appropriate behaviour; completion of classwork; role play alternative behaviours.

Suspension

There may be times when a student's behaviour is a serious breach of the School Behaviour Support Plan and expectations in harmful ways. When this happens, our OLA staff continue to implement preventative and proactive individual support. However, at times, in keeping with Brisbane Catholic Education standards and policies, we may Suspend a student from school as a formal sanction. Sometimes this is also to ensure others' safety. Parents are expected to support this decision and participate in discussion about the Suspension.

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 responsibility of parents/ caregivers 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.

A Principal may Suspend a student for:

- persistent non-compliance: a student, who in his/her relationships with staff, is persistently disobedient, disrespectful or engages in verbal harassment and abuse;
- persistent disruption: a student who persistently disrupts and prevents the

learning and teaching of others;

- intentional verbal or physical abuse and aggression: a student who is intentionally verbally abusive or intentionally physically aggressive;
- a serious breach of our OLA Way Expectations.

The decision to Suspend a student at OLA Catholic Primary School is taken very seriously. In most cases it will only be implemented after other behaviour supports have been tried in collaboration with the student's family and sometimes with external professionals who support the student. 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 concerning sexualized behaviours (to be reported in accordance with Student Protection Processes).

OLA supports students after Suspension with a re-entry meeting conducted on the day of the student's return to school. Both student and parent/caregiver will be involved in this meeting. The Re-Entry Meeting is a key element of the Suspension process, in order to:

- ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction;
- confirm that authentic reflection and/or commitment to changed behaviour has taken place;
- confirm that any agreed actions as a condition of re-entry have been completed, such as the completion of agreed schoolwork, the engagement of outside specialists/professionals;
- support the student to engage in restorative conversation or action with the person or people who were harmed by their actions.

A Support Plan may be developed to describe the actions all parties will take to prevent the behaviour that led to the student being Suspended. This could include reduced task demands, extra support within curriculum areas that are difficult for the student, support during play breaks, check-ins with a trusted staff member, or providing a safe place within the school for the student to go. Support Plans are always shared with the student's family, and the family's input into the plan is always requested. If required, the school will collaborate with specialist stakeholders such as: - BCE staff (Education Officers for Inclusive Education or Wellbeing). Other specialists (Paediatrician, psychiatrist, psychologist, speech occupational therapist).

A Suspension record is completed in the Engage Student Support System Suspension Register for all Suspensions that are a full day or longer.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions at the school they have been excluded from. In extreme circumstances, where all other avenues to support a student to stay at OLA have been exhausted, the Principal may recommend Exclusion. The Principal alone does not have the authority to exclude a student. Because Exclusion is such a serious measure, there is a clear procedure that schools must follow if it is applied, involving their Senior Leader (who is responsible for a cluster of BCE schools), BCE's Head of School Progress and Performance, and the Parish Priest.

Appeals Process

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

6. Bullying and Cyberbullying – information, prevention, and school/college responses

The Student Behaviour Support Plan describes our school's approach to positive, proactive practices in support of student behaviour and wellbeing as well as responses to bullying and harassment (including victimisation of students with disabilities and their associates).

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

At OLA there are many ways in which we provide professional learning and information to our community:

- Staff members will participate in ongoing professional development relating to behaviour education to ensure a proactive approach is adopted and adapted.
- Community awareness to promote our school's programs and response is a priority. This is achieved through parent nights, school communication, school website, newsletters, class blogs and school assemblies.
- The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- As part of this Student Behaviour Support Plan we clearly outline appropriate responses and steps to inappropriate class behaviours and inappropriate outside class behaviours.
- Classroom teachers will discuss and clarify our school's approach (OLA Way) with the students in his or her class at the start of each year and at regular intervals throughout the year as a priority.

- Our school curriculum will include the promotion of inclusion, acceptance, tolerance, love and friendship with strong anti-bullying messages and strategies.
- School, weekly assembly, special presentations at assembly, assembly prayer and opportunities for students to practise key messages. Staff attend professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment.

2. Teaching about Bullying and Harassment

OLA use the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

3. Responding to Bullying and Harassment

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

- OLA adopts a 'no blame' approach and process in the first instance. Those involved

will be interviewed and made aware of the suspected bullying and the school's antibullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan and noted on Engage.

- If bullying is identified, leadership team members may choose to use the following methods with the children involved:
 - Method of shared concern
 - Mediation
 - Individual counselling Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.
- Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan.

Key contacts for students and parents to report bullying

Key contacts for students and parents to report bullying:

- Principal – Kate MacArthur – (07) 3355 2388
- Assistant Principal: Religious Education – Chelsea Hines – (07) 3355 2388
- Tracey Besley – Guidance Counsellor – (07) 3355 2388

Cyberbullying

Cyberbullying is treated at Our Lady of the Assumption School 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.

Leadership Team Responsibilities

- Assists in the creation of a positive school climate of respectful relationships where bullying or harassing behaviours are not tolerated and cannot flourish
- Ensures that responses to incidents of bullying or harassment that have been reported to the school are dealt with quickly and effectively

- Ensures that support will be given to any student who has been affected by, engaged in or witnessed bullying behaviour
- Ensures that staff are recording incidents in the Engage Student Support System & Inform families and students of the opportunities provided to them for reporting of bullying and harassment.
- Formulate a personalised support plan in consultation with the student, the student's parents and the class teacher.
- Oversee the implementation of the personalised support plan and ensure that there is follow up within a designated time frame.
- Communicate any updated information to the student's parents at this time.

Staff Members' Responsibilities

- Model, educate and discuss appropriate behaviour conducive to fostering positive relationships.
- Monitor student wellbeing and detect changes in patterns of behaviour.
- Use the Engage System to record reported or observed incidents of concern about teasing, harassment or bullying.
- Meet with Leadership to complete Bullying/Harassment record in Engage.
- Use the record of incidents on Engage to help determine whether a bullying pattern exists.
- If a personalised support plan has been compiled in consultation with Leadership, Guidance Counsellor, parents and student, ensure that the agreed plan is being followed.
- Review the personalised support plan with Leadership etc. within a designated time frame.

Resources

The Australian Curriculum provides the framework for OLA 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. Other useful resources available to parents/carers and schools.

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy

- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

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

		mutual, light-hearted and easily diverted experimentation.	
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

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

	Descriptor	Definition	Example
			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 destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that	Using someone else's ideas or writing without

	Descriptor	Definition	Example
		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.	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	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
15	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
16	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.

	Descriptor	Definition	Example
17	Concerning Sexual Behaviour	<p>Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p>	<p>Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public</p> <p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</p>
18	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
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver:

Principal

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