Our Lady of Good Counsel Catholic Primary School

Behaviour Support Plan

2012-2017
CONTENTS

Page 3  Rationale
Our Lady of Good Counsel School Context

Page 4  Our Lady of Good Counsel School beliefs about behaviour & Learning
Our Lady of Good Counsel Primary School Rules

Page 5  Our Lady of Good Counsel School Modes of Behaviour Support

Page 6  Table of Awards

Page 8  Behaviour Support in the Classroom

Page 11  Behaviour Support in the Playground

Page 12  Behaviour Support for Individual Needs

Page 15  Anti-bullying Policy

Page 24  Appendix 1  Our Lady of Good Counsel Primary School Vision Statement

Page 25  Appendix 2  Our Lady of Good Counsel Primary School Rules

Page 26  Appendix 3  Strong Kids! Program Information

Page 28  Appendix 4  Classroom Incident Report Form

Page 29  Appendix 5  Playground Incident Report Form – Record of Incident

Page 30  Appendix 6  Summary of Playground Incident Reports

Page 31  Appendix 7  Admin Behaviour Notification letter – Classroom

Page 32  Appendix 8  Admin Behaviour Notification letter – Playground

Page 33  Appendix 9  Internal Incident Report

Page 34  Appendix 10  Summary of Brisbane Catholic Education Suspension and Exclusion Requirements

Page 35  Appendix 11  An Example of Our Lady of Good Counsel Primary School Suspension Flowchart

Page 36  Appendix 12  Guide to Appeal Exclusion

Page 37  Appendix 13  Sample Exclusion Appeal Letter

Page 38  Appendix 14  Methods to Support Investigations and Follow Up of Reported Incidents of Bullying
Our Lady of Good Counsel Catholic Primary School

Behaviour Support Plan

RATIONALE

Our Lady of Good Counsel Catholic Primary School upholds its commitment to quality education through the promotion and consistent implementation of our Behaviour Support Plan. This plan, developed collaboratively through consultation with the various members of the school community (administration, teachers, school officers, parents, students and school support personnel), reflects not only the values and beliefs of this localised group, but also upholds the basic principles and guidelines of Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines document (July, 2012). The practices within are consistent with Professional Standards for Teachers (National and State), Principles of Effective Teaching and Learning, the National Safe Schools Framework, and with the philosophy of inclusivity relating to gender, culture and diverse abilities.

There is emphasis throughout this policy on necessary compliance to acceptable social standards of behaviour that promotes a supportive and safe learning and working environment at our school. Also there is a focus on the promotion and development of rights and responsibility for all school community members, encouraging personal accountability for behaviour and the ability to translate responsible behaviour throughout contexts within and outside the school environment. The OLGC School Vision Statement (refer to Appendix 1) outlines the commitment of all members of our community. Like other key learning areas in the school curriculum, socially-responsible and appropriate behaviour is a vital skill for our children so that they can experience success at school, in the workforce and throughout their lives. Through the implementation of the Behaviour Support Plan at our school, behaviour and resilience skills will be addressed and developed both implicitly and explicitly.

Our Lady of Good Counsel Catholic Primary School Context

Our school is situated in the rural town of Gatton, in the Lockyer Valley, and caters for around 330 students from P to Y 7. Enrolments have risen significantly in recent years as the Lockyer Valley continues to grow. A significant feature of the school is its strong reputation in the local community as a school that provides a Christian education in the Catholic tradition, based on Gospel Values. We are committed to the spiritual, intellectual, social, emotional, cultural and physical development of the whole person. The school has a strong focus on the pastoral care of students, quality teaching and learning and the provision of a variety of extra-curricular activities.
At OLGC Catholic Primary School, our Vision includes the promotion and development of a safe and supportive environment where all members of our school:

- Strive to build a sense of community through effective partnerships and team work.
- Encourage the development of positive behaviours and resilience skills through the provision of a caring teaching and learning environment, where everyone is valued and supported.
- Communicate respectfully and justly, through our words and actions, so that everyone has the opportunity to contribute equally.
- Endeavour to build a community of learners who are creative, flexible and reflective about their behaviour in accordance with the OLGC School Vision.

We believe that among our diverse school community and the wide range of contexts within and outside the school itself, there are common underlying behavioural expectations that govern all social behaviour. It is therefore possible to establish a school code of behaviour that can be accepted by all school community members as fair and equitable, and which is consistent not only with expectations of students in the classroom or school playground, but also at home and in the wider community. This behaviour code, or set of rules, promotes and reinforces the baseline principles and values of Catholic Education, the National Safe Schools Framework and the National Framework for Values Education. The OLGC School code of behaviour is as follows:

OLGC Catholic Primary School Beliefs about Behaviour and Learning

OLGC Catholic Primary School Rules

At OLGC we have four rules that reflect the values of safety, respect and self-responsibility at our school. These rules were developed in 2011 following staff in-service with Linda Lewellyn (Education Officer Behaviour Support BCE) and are based on the School Wide Positive Behaviour approach to whole school behaviour management. The four rule posters are displayed in every classroom and learning area (including play areas - Appendix 2). These rule posters provide a visual reminder for all school community members of the positive behaviours that we value at OLGC. The OLGC School rules are:

- Own your behaviour
- Love Learning
- Give Respect
- Cooperate
1. THE POSITIVE/ PREVENTATIVE (Whole School) MODE OF BEHAVIOUR SUPPORT

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

Establishing Behaviour Expectations at Our Lady of Good Counsel School

At OLGC there are many ways that staff establish the behaviour expectations of our students, including:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Display the school and classroom rules clearly
- Using explanations of the school and classroom rules i.e. what do they look like, sound like, feel like.
- Using appropriate consequences (as per Consequence Matrix) for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
- Effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year

OLGC School Positive School Culture

Every week, our school community gathers together for Whole School Behaviour Assembly (Champion Assembly) and Whole School Academic Assembly. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders and by raising awareness of current school events. The Bounce Back! Classroom Resilience Program (Strong Kids) supports the creation of a positive whole school culture (refer to Appendix 3).

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Champion Awards – Classroom Champion and Playground Champion
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, A.P.R.E., other year level classes, buddy classes, parents)
• Teacher evaluations (marks/comments on work/behaviour reporting)
• Celebrations (birthdays, "outside" achievements)
• Articles in OLGC School Newsletter – weekly electronic publication

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. The following OLGC School Table of Awards outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school. The efforts of staff members are acknowledged at whole school assemblies, staff meetings and/or written in the OLGC weekly school newsletter and in electronic Leadership Team Announcements on the staff portal.

<table>
<thead>
<tr>
<th>Student of the Week (Academic Achievement Awards)</th>
<th>Acknowledges achievements made by students in a public forum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At OLGC we believe that every child is worthy of receiving a Student of the Week Award. To acknowledge significant academic, personal or social achievements. Each week at our whole school assembly, teachers and specialist teachers have the opportunity to give a students from their class/es a Student of the Week Award.</td>
<td></td>
</tr>
<tr>
<td>• Awards should be for academic achievement, arts achievement or personal or social development areas similar to those on our school written reports.</td>
<td></td>
</tr>
<tr>
<td>• One child from every class each week is to be awarded a Student of the Week Award.</td>
<td></td>
</tr>
<tr>
<td>1. All awards are to be filled in by Wednesday end of lunch.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Playground Champion Award</th>
<th>Playground Champion Awards are awarded to those students who follow the school rules and display expected behaviours outside of the classroom setting.</th>
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</thead>
<tbody>
<tr>
<td>Playground Champion Awards are awarded to those students who follow the school rules and display expected behaviours outside of the classroom setting.</td>
<td></td>
</tr>
<tr>
<td>2. Playground Champion Awards are awarded to those students who follow the school rules and display expected behaviours outside of the classroom setting.</td>
<td></td>
</tr>
<tr>
<td>3. Students are given a playground champion ticket by members of staff who will write the student’s name on the back. The student is to then place the ticket in to the box which is found in the designated play area.</td>
<td></td>
</tr>
<tr>
<td>4. Students are awarded a voucher for an ice block each week at the Champion Assembly.</td>
<td></td>
</tr>
<tr>
<td>5. 2 playground champions are drawn from the Prep and Year 1 box.</td>
<td></td>
</tr>
<tr>
<td>6. 4 playground champions are drawn from the years 2-7 box.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Champion Award</th>
<th>Classroom Champion Awards are awarded to those students who follow the school rules and display expected behaviours inside the classroom setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Champion Awards are awarded to those students who follow the school rules and display expected behaviours inside the classroom setting.</td>
<td></td>
</tr>
<tr>
<td>7. Classroom Champion Awards are awarded to those students who follow the school rules and display expected behaviours inside the classroom setting.</td>
<td></td>
</tr>
<tr>
<td>8. Every Monday, class teachers negotiate with their class a particular behavioural goal to focus on each week.</td>
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</tr>
<tr>
<td>9. This goal often comes from the Behaviour Data that is collated each week.</td>
<td></td>
</tr>
<tr>
<td>10. Students are given a classroom champion ticket by the class teacher who will write the student’s name on the back. The teacher is to then place the ticket in to the box which is found in the designated area in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
11. Tickets are to be counted and a Classroom champion identified by the end of the day Friday.
12. One Class Champion for each class is then declared at the Champion Assembly every Tuesday morning, with each champion receiving a
   1. A certificate
   2. The right to sit on stage and enjoy the Academic Assembly each Thursday with a bag of popcorn.

| Special Awards | Whole group acknowledgement of participation in a school activity or competition.  
|----------------|-------------------------------------------------------------------------------
| For exceptional or outstanding achievement in a school cultural activity. This could include camps, choir, excursions, Drama Club, Dance Fever or special event participation. Any teacher or specialist teacher can nominate a student for a Special Award. | Completed by the teacher in charge of the group with Principal signature inserted.  
|                                                                                       | Special Awards are not to be given out to individuals on Assembly. The group receiving the Special Award will stand and be acknowledged for their achievement at assembly.  
|                                                                                       | At a later time, the teacher responsible for the group activity or competition can distribute the Special Awards.  
|                                                                                       | Special Awards are to be filled in by Wednesday end of lunch and placed in APRE’s office in basket.  

2. THE POSITIVE/ PREVENTATIVE (Classroom) MODE OF BEHAVIOUR SUPPORT

The Classroom Context at OLGC

At Our Lady of Good Counsel School there are many factors that contribute to the context of our classes and how these affect teacher choices about learning and behaviour management. These factors include:

- Physical environment – space, lighting, heating or cooling
- Well-being of the class teacher, teaching team and administration support
- Students needs and unsupported behaviours – learning needs and sensory requirements of certain students
- Class dynamics - number of students, gender mix and balance of needs in the class
- Timetabling
- Resources
- Parent expectations and involvement
- School culture, expectations and social activities
- Specialist teachers
- Location and size of school

Proactive Behaviour Support Strategies in the Classroom

At Our Lady of Good Counsel School we use proactive, positive behaviour management techniques in our classrooms to create the best possible learning environments for all of our students. Teachers can draw from the following proactive strategies:

- Planning based on good pedagogy
- Organisational skills – for the teacher and for the students to feel empowered about the structure of the day or lesson
- Teaching techniques, teaching styles and behaviour strategies that are effective and assist students to learn
- Resilience – for all staff and the students to be flexible in exploring new ideas and change
- Relationship building that is authentic and genuine – teacher to students, peer support, class within the school community
- Positive praise and encouragement of all students in a variety of ways
- Taking time to get to know the students within the class and their individual interests and needs
- Discussing needs, concerns or interests with parents to make connections with the student’s home
- Resourcing – locating and accessing helpful resources
- Layout of classroom – considering needs, class size, resources, sensory requirements
- Support systems and positive behaviour support
- Grouping and seating plan within the classroom to meet the student’s needs most effectively
- Establishing routines and rituals for the class
- Identifying any triggers that are of concern for particular students and have an alternative or way to minimise or eliminate these.

### Behaviour Support in the Classroom

At Our Lady of Good Counsel School, every classroom has the four school rules displayed for all students to refer to. Within each class, a code of behaviour, class charter or set of class rules is established by the students with the teacher’s guidance and direction, early in Term 1. Each child commits to following the classroom rules by participating in discussions, demonstrations and/or role plays about the class rules. This class code of behaviour, class charter or set of rules will be on display in the classroom.

If a student at our school is making positive choices to follow the class or school rules, his or her behaviour will be acknowledged with one of the strategies that contribute to creating a positive school culture. If a student is not making positive choices to follow the class or school rules, our school community recognises that there are levels of behaviour support that a student may move between. The following diagrams: **OLGC Behaviour Intervention Steps and Our Lady of Good Counsel School Levels of Behaviour Support**, outlines the various strategies aligned with the levels of support available at each stage.
DIAGRAM 1: OLGС Behaviour Intervention Steps

- Step 1: Quiet Chat
- Step 2: Give choice
- Step 3: Timeout / separation
- Step 4: Buddy Class & Loss of Play
- Step 5: Office Referral

Students placed on Step 4 & 5 must be issued with a purple incident report form.

DIAGRAM 2: OLGС Levels of Behaviour Support

- Office Referral
  - Parents contacted and notified of concerns
  - Students referred for Tier 2 intervention (Check in/out, goal setting, FBA)
  - Students supported by a case manager from the Support Team (Principal, A P H, S TH, O, C, ELC, Mental Health)

- Buddy Class & Responsible Thinking Room
  - Peer Teacher (study class) support
  - Individual teacher response is supportive / problem solving strategies e.g. discussion of behaviour with possible addition of parent requested strategies
  - Students referred for Tier 2 intervention (Check in/out, goal setting, FBA)

- Timeout / Separation
  - School wide teacher response is supportive / problem solving strategies
  - Student is offered time to reflect on appropriate behaviours expected

- Give Choice
  - Low Intensity Behaviour Support Strategies
  - Student is reminded of the rule and given the opportunity to make good choices

- Quiet Chat
  - Prioritised Behaviour Support Strategies
  - Student is positively reminded to follow the school's classroom rules

The range of correction and intervention strategies utilised by Our Lady of Good Counsel school in preventing, responding to and intervening in student behaviour problems has been listed in previous sections. In the early stages of correction, the general aim is to modify severe inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to his/her learning and to the environment itself. This is the rationale of the “least intrusive” approach. Similarly, the intervention strategies for students with persistent behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical response, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the ‘victims’ of the behaviour.

We recognise that poor choice behaviours are going to occur and therefore consider it important to provide consistent and known consequences to these behaviours. At Our Lady of Good Counsel School the following are examples of logical responses for unacceptable behaviour:

**Behaviour Learning - Consistent Consequences Matrix**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talking loudly during group work.</td>
<td>• Repeated Level 1 infractions</td>
<td>• Repeated Level 2 infractions</td>
<td>• Repeated level 3 infractions</td>
</tr>
<tr>
<td>• Work avoidance</td>
<td>• Out of bounds / playing in the toilets / not responding to bells / running around buildings</td>
<td>• Non-compliance</td>
<td>• Fighting / violence</td>
</tr>
<tr>
<td>• Inattention to lesson</td>
<td>• Unsatisfactory completion of task</td>
<td>• Verbal abuse, swearing, confronting others, teasing, aggressive behaviour</td>
<td>• Running away</td>
</tr>
<tr>
<td>• Calling out</td>
<td>• Low level non-compliance</td>
<td>• Pushing, tackling, fighting games (pretending to fight)</td>
<td>• Bullying / standover/biting/intimidating / threats/spitting</td>
</tr>
<tr>
<td>• Inappropriate answers</td>
<td>• Physically annoying others</td>
<td>• Vandalism/graffiti on school or other’s property – minor</td>
<td>• Serious theft</td>
</tr>
<tr>
<td>• Distracting others</td>
<td>• Not wearing hat during outdoor play</td>
<td>• Throwing / kicking other people’s property</td>
<td>• Repeated Non-compliance</td>
</tr>
<tr>
<td>• Swinging on chair</td>
<td>• Calling out</td>
<td>• Disrupting the class lessons</td>
<td>• Failure to go to timeout</td>
</tr>
<tr>
<td>• Fooling around</td>
<td>• Distracting others</td>
<td>• Walking away from a teacher or failure to respond, being impolite</td>
<td>• Failure to go to buddy class</td>
</tr>
<tr>
<td>• Out of seat without permission</td>
<td>• Leaving classroom without permission</td>
<td>• Racist / sexist comments and harassment</td>
<td>• Inappropriate behaviour on the bus</td>
</tr>
<tr>
<td>• Teasing</td>
<td>• Back chatting / impolite language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Not prepared for lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Homework not completed (as per individual class rules)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONSEQUENCES**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quiet Chat (Step 1)</td>
<td>• Timeout for 10 minutes within the classroom (Step 3)</td>
<td>• Buddy Class referral 30min / 60min / session (Step 4)</td>
<td>• Office Referral (Step 5)</td>
</tr>
<tr>
<td>• Give Choices (Step 2)</td>
<td></td>
<td>• Loss of play (next available big lunch) – spend time in the responsible thinking room</td>
<td>• Loss of Play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Notice of Concern sent to parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Removal from class or possible suspension (At admin discretion)</td>
</tr>
</tbody>
</table>
In applying consequences in the classroom setting, the general aim is to minimise disruption to learning and teaching whilst keeping the student within a learning setting and encouraging them to reflect on their behaviour in the interests of developing self-responsibility. For this reason, teachers at Our Lady of Good Counsel School are encouraged to utilise reflection areas within the classroom for temporary withdrawal, and Buddy Classes and the Responsible Thinking Room when withdrawal from the immediate setting is warranted. In these venues, students complete behaviour reflection plans.

**Strategies for Re-entry to the Classroom**

If a student has been given time out from his/her classroom at Our Lady of Good Counsel School, we have re-entry strategies in place to allow the child to successfully re-enter the class. The following are positive re-entry strategies:

- Teacher and child to talk together to discuss the incident and reflect on alternate, positive behaviour choices when the child returns to the class.
- Responsible Thinking Room
- Apology or restorative process for students involved in a behaviour incident
- Child asks permission for re-entry before coming back into the classroom
- Cool down time for all involved is important
- Praise positive behaviours after re-entry
- Child starts afresh after re-entry to try to make positive behaviour choices to stay in the class
- Prepare other students for the re-entry of a student through a discussion or class meeting
- Involve a third person i.e. learning support, teacher aide or administration for additional re-entry support and keep documentation of the incident if required.

### Behaviour Support in the Playground

Inappropriate student behaviour in the playground includes, but is not limited to:

- Rough play
- Causing injury to another
- Out of bounds
- Offensive language
- Not wearing a hat
- Inappropriate social skills
- Disobeying teacher directions
- Irresponsible eating practices
- Unsafe behaviour
- Inappropriate use of objects
Such inappropriate playground behaviour is dealt with through the application of levels of behaviour support as previously elaborated on, including:

1. Quiet Chat
2. Give a Choice
3. Time out (10 mins)
4. Office Referral & RTR

To support the tracking of such behaviours, for both the benefit of the individual student and the school community, Behaviour Incident Report forms (refer to Appendix 4) have been developed and are to be carried with teachers in their Playground Bag each time they are on Playground Duty. Should a playground incident require reporting, after the teacher on duty has completed the form, they are to return it to the office as soon as possible after the incident has occurred. As a general rule, once the Behaviour Support Teacher receives two such reports on a child within one term, they are to support the child in notifying their parents/carers of their inappropriate playground behaviour via a Behaviour Playground Notification letter (refer to Appendix 7). At this point in time, or through the process of the tracking any subsequent incidents on the Summary of Playground Incidents Reports (refer to Appendix 7) concerning the particular child, the school leadership team will decide on the appropriateness of contacting parents (refer to Appendix 8 for sample letters).

**Behaviour Support for Individual Student Needs**

At Our Lady of Good Counsel we believe that everyone is entitled to be treated with respect and encouraged to develop their full potential. Therefore, the individual circumstances of each case will be taken into account when deciding upon and applying consequences not only towards the correction of inappropriate behaviour in the classroom or playground, but also towards acknowledgement of student achievement and the intervention strategies introduced for chronic behaviour issues. This belief reflects the Vision Statement of the OLGС community and is done in light of the Gospel Values expressed in our Mission Statement.

Our Lady of Good Counsel staff recognises that students are individuals and have individualised needs, relating to factors such as ability and disability, socio-economic status, race and culture; that behaviour is dynamic and contextual, and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting.

Teachers and support staff are able to ensure that behaviour support processes in the school cater for the individual circumstances of the student and situation through:
• the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel;
• the careful assessment of the behaviour situation, including gathering of relevant information, before taking action; and
• the application of non-emotive, systematic and logical correction and intervention strategies.

If a student requires individualised, explicit behaviour support at Our Lady of Good Counsel School, we have a variety of strategies that teachers can access to support behaviour management and positive behaviour choices, including:

• FBA (Functional Behaviour Analysis) techniques and functional behaviours assessments
• Individual Behaviour Plan that targets specific behaviours
• Support for the classroom teacher to implement individual behaviour plans which may include time for resource making, one on one time with the student involved or explicit teaching of behaviours for small groups of students
• Teacher self-care and coping strategies are in place – support from buddy class teacher or team teachers
• School Officer assistance and support to make helpful resources
• Learning Support assistance and / or testing
• Guidance Counsellor assistance and / or referrals
• Meeting with parents on a regular basis to keep in touch
• Communication book or regular email contact with parents
• Communicating as a class about the needs of individual students and positive supporting behaviours

**Withdraw to Administration**

Any child who refuses to go to a withdrawal area such as the buddy class, or who misbehaves in the withdrawal area, is referred to the school leadership team. A leadership team member will speak with the child, and if they are compliant and settled, will escort them to the withdrawal area (e.g. buddy class) or keep them in the school administration area to complete their reflection time. If the student remains non-compliant or unsettled, the parent is phoned and given the following options:

- speak to their child on the phone
- come to the school and personally supervise the child in the next session
- withdraw the child for the rest of the day to calm and reflect.
Documentation by administration that a child has been in the school administration area will occur and a letter sent home or phone call to parents, at the discretion of the leadership team member (see Appendix 9). If a child is sent to the school administration area more than three times in a term, a formal meeting with parents, class teacher and the Principal or APRE will occur.

As a Catholic school community we acknowledge that corporal punishment is expressly prohibited in all Brisbane Catholic Education schools.

If a student’s behaviour results in significant unsafe and / or unacceptable words or actions (which may, for example, compromises the safety of themselves or others), part of the school support process will involve the teacher concerned completing an Internal Incident Report (see appendix 10), following discussion with a member of the school leadership team.

**Suspension**

If a child’s behaviour adversely affects the growth and development of the other members of the school community, the Principal may consider suspension. Suspension of a student from Our Lady of Good Counsel School is a consequence for a student with chronic behavioural issues who is resistant to attempts to modify their behaviour, or as a natural restitution and reparation process for high level, unsafe behaviours (e.g. physical violence or verbal abuse directed at a student or teacher). Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to reintegrate into the school environment.

Compulsory re-entry meetings for students returning from suspension, participated in by the student, parent-caregivers, school administration, class teachers (if involved) and school support personnel (e.g. Support Teacher- Inclusive Education, Guidance Counsellor), help to create a supportive network for the student and define the support processes to be used.

**Exclusion**

Further, exclusion is viewed as a last resort and may occur in consultation with the staff, the Area Supervisor from Brisbane Catholic Education and the parents of the child, according to Catholic Education guidelines (Refer to Brisbane Catholic Education, 2008, pp38-43, 48). A summary of Brisbane Catholic Education Suspension and Exclusion Requirements is provided in Appendix 11. A guide to the process leading to suspension is outlined in the flowchart depicted in Appendix 12. For parents, a Guide to Appeal an Exclusion is provided in Appendix 13, with a sample appeal letter provided in Appendix 14.
Crisis Management

In the case of a crisis or major behaviour incident, teachers are required to have a plan to follow to manage the situation. This plan must take into consideration:

- the safety of the students and the teacher(s)
- the physical environment of the classroom or learning area
- the emotional well-being of all involved
- support teacher, learning support or administration able to assist
- ways for all involved to remain calm
- debriefing of crisis or major behaviour incident for all involved

At Our Lady of Good Counsel school we can use the school phone system or call for assistance in a crisis or critical behaviour incident. In this instance it may be necessary to use a Nonviolent Crisis Intervention Strategy. This is a safe, non-harmful behaviour management system designed to help professionals provide the best possible care, welfare, safety and security of disruptive, assaultive, and out of control individuals even during their most violent moments. Staff members who are trained in this method of intervention are required to do an annual refresher course, as well as regular updates and practice sessions.

Our Lady of Good Counsel School Anti-Bullying Policy

The Principal, Assistant Principal and all staff are committed to doing everything they can to provide the children of Our Lady of Good Counsel with a safe, secure and nurturing environment in the school and in all activities in which the school participates.

We acknowledge that every member of the school community has the right to experience respectful and positive relationships in a pleasant, safe and supportive environment. Bullying and harassment in the school in any form in relation to any member of the school community will be discouraged in the most active manner possible.

Rights and responsibilities of students, staff and parents

Students, staff and parents have the right to:

▶ learn and work in a positive environment

▶ participate in all school activities without being ridiculed or ‘put-down’

▶ be accepted despite differences in race, cultural background, age, religion, appearance or ability

▶ safe access within the school grounds
► be listened to and supported when involved in bullying incidents

► be treated as a respected member of the OLGC School community.

Students, staff and parents have the responsibility to:

► abstain from bullying others in any way

► actively discourage bullying when it occurs

► report any bullying incidents of which they are aware

► be familiar with and help promote the School’s anti-bullying policy and procedures

**Possible Impact of Bullying**

It is now known that bullying can have tragic consequences for some children and young people. The possible effects of being bullied may include:

**Mental Health** - Low self-esteem - Anxiety - Depression - Suicidal thoughts

**Physical Health** - Somatic complaints - Poorer health - Self harm

**Social Effects** - Loneliness - Fewer friends - Rejection by peers

**Other Effects** - Dislike of school - Truancy - Lower academic achievement

**Long-term Effects:*** Those who bully others frequently are more likely to be involved in criminal activity and violence as an adult. Those who are bullied frequently are more likely to develop interpersonal difficulties as an adult.

(Friendly Schools & Families Project, Child Health Promotion Research Unit, 2004)

**What is bullying?**

**Definition**

“Bullying is the deliberate hurting of another person by a more powerful person or group of persons. It can be physical, verbal or psychological. It is typically repeated but can be a single instance.” (Rigby, 1996)

**Types of bullying behaviours**

**Physical**

pushing, spitting, kicking, hitting, damaging or defacing property, stealing, hiding property, offensive hand or body gestures, unnecessary and unwelcome physical contact (patting,
brushing up against a person), locking in a closed or confined space, threatening with a weapon, hurting another person.

Verbal

mocking, making fun of someone, name calling/insults, sexual or suggestive remarks, teasing, intimidating or obscene phone calls/SMS/email, imitating someone’s accent, gossiping, spreading rumours, humiliating, offensive jokes/ditties, threats of violence.

Other

stalking/ being followed, extortion, excluding a person, threatening to reveal personal information, giving dirty looks, putting offensive material on the internet/email, criticising or belittling a person because of his sexual preference, continually ignoring a person, not sharing information, playing a dirty trick, manipulating others to achieve rejection.

How do we prevent bullying?

“It is not one single ingenious thing that makes a difference, but the sum of many small moves” (Cross, 2004)

At Our Lady of Good Counsel School we:

• have a whole school anti-bullying policy
• provide specific anti-bullying curriculum in personal development lessons and mentor group programmes
• embed bullying topics in other curriculum areas, such as Drama and English
• provide specific programmes to promote pro-social behaviour such as ‘Strong Kids’
• have active staff and student anti-bullying committees
• raise awareness of bullying through newsletter articles, guest speakers and performers, parent information evenings and assemblies
• identify site-specific bullying behaviours and locations through surveys/questionnaires
• provide a variety of lunchtime activities for students
• provide adequate supervision during breaks ensuring high visibility of duty staff recognition of school traditions
• provide staff training on bullying issues
• use camps, sport, outdoor education and other co-curricular activities to promote pro-social behaviours

• have teachers and other staff members who model respect to students and to each other

• have a diminished culture of ‘dobbing’; instead we foster the culture of “It’s O.K. to tell”

• keep abreast of current research and best practice on bullying and harassment

**How do we respond to bullying?**

At Our Lady of Good Counsel School we:

• investigate and address any reported bullying, never ignoring reported or observed incidents

• provide counselling to students involved in bullying incidents, both the student who is bullying and the student being bullied

• liaise with parents of students involved in bullying, both the student who is bullying and the students being bullied

• use educative consequences to help students involved with bullying learn alternative behaviours

• use alternative consequences when lower level interventions fail to work (As per the consistent consequences matrix outlined in our School Wide Positive Behaviour Management Policy)

• provide mediation for students who are unable to work out their own differences

• empower the student who has been bullied by providing strategies they can employ

• acknowledge hurt no matter how trivial the incident may appear

**How Can We Help Support this Policy?**

What can students do to help?

• work with all members of the school to promote the message that it’s “O.K. to tell”

• participate in school anti-bullying programmes

• follow policy procedures if they are involved in or witness a bullying incident
What do you do if you are being bullied?

If you can.....

► walk away ► ignore, try to show no reaction (do something else or talk to friends)
► use “I” statements eg. “I don’t like it when you tease me” ► make friends, try to avoid being isolated
► try to work it out: ask them why they are giving you a hard time ► joke about it
► tell yourself you are not to blame, you don’t deserve to be bullied

For all of these......

► stand up for yourself and act confidently ► hold your head up
► look the other person in the eye ► stand straight with shoulders back
► stand your ground when talking

And if things don’t improve.....

► get help by speaking to someone you trust. This could be your parents, a friend, a teacher, school leader, Assistant Principal, or Principal.

What can parents do to help?

• liaise with school staff when their child is involved in a bullying incident
• provide support to their child when he talks about bullying
• encourage their child to report bullying incidents if they observe them

Supporting your child in dealing with bullying and harassment

• Pause to listen and understand – Your child needs to know you understand how they feel. Listen patiently, ask questions and try to understand how they feel without blaming or giving advice.

• Problem-solving – Help your child to think of different ways to solve the problem. Getting them to think of their own solutions first will help them become more confident at solving problems. If they get stuck, give them some time to think. After they have had time to think, explain that you have some ideas if they would like some help.

• Making a Plan – Ask your child to choose an idea from those raised by your child or you. Respect your child’s choice even if it is different to your own. Talk with your child about how you can help.
• Following-up – Check with your child about how their plan went and, if necessary, go through all the stages again to come up with a different plan. If the problem seems to be getting worse, or if you are concerned about your child’s safety, you should speak with someone at the school (Teacher, Pastoral Worker, School Counsellor, Assistant Principal or Principal).

**What can staff do to help?**

• Create a classroom with a positive emotional environment

• Model respect to students, parents and other staff members

• Explicit teaching of friendship skills

• Use incidents as they occur to teach pro-social behaviour

• Not tolerate put-downs of students by other students

• Encourage the development of self-esteem in their students

• Never ignore observed or reported bullying incidents in the classroom or playground

• Listen to students. Never accuse a student of “dobbing” when reporting bullying

• Take part in professional development activities on bullying issues to be able to identify bullying behaviours and to respond appropriately

• Participate in the anti-bullying committee and the regular review of the anti-bullying policy

**Concluding Statement**

A standalone anti-bullying policy is the single most effective action a school can take to deal with bullying (Petersen, 2001).

This collaboratively developed policy reflects a whole school approach that serves as a declaration of Our Lady of Good Counsel School to the commitment of action towards preventing and minimising bullying.

**Bibliography**


2. Friendly Schools & Families Project, Child Health Promotion Research Unit, Edith Cowan University, (August, 2004)
3. Petersen, L. “Anti-bullying Programs - Avoiding bullying the bullies”, Australian Guidance & Counselling Association Conference, Hilton Hotel, Brisbane, QLD.

(20-23 September 2001).

Appendix

Appendix 1  Our Lady of Good Counsel Primary School Vision Statement
Appendix 2  Our Lady of Good Counsel Primary School Rules
Appendix 3  Strong Kids! Program Information
Appendix 4  Classroom Incident Report Form
Appendix 5  Playground Incident Report Form – Record of Incident
Appendix 6  Summary of Playground Incident Reports
Appendix 7  Admin Behaviour Notification letter – Classroom
Appendix 8  Admin Behaviour Notification letter – Playground
Appendix 9  Internal Incident Report
Appendix 10  Summary of Brisbane Catholic Education Suspension and Exclusion Requirements
Appendix 11  An Example of Our lady of Good Counsel Primary School Suspension Flowchart
Appendix 12  Guide to Appeal Exclusion
Appendix 13  Sample Exclusion Appeal Letter
Appendix 14  Methods to Support Investigations and Follow Up of Reported Incidents of Bullying
Our Lady of Good Counsel Primary School Vision Statement

We value the development of the whole person:-
• Through teaching values and attributes that develop a sense of self to highlight their own individuality, spirituality and their potential gifts and talents.
• By establishing work ethics, self-discipline and pride in own work through goal setting.
• Developing essential social, communication and life skills that will assist them to become resilient and effective leaders of the future.

OLGC – A place where your light can shine.

We value a supportive and caring environment. We strive to provide:-
• A welcoming and friendly community which respects our cultural heritage and is eco-friendly.
  • A firm, fair and consistent community that fosters a sense of belonging.
  • A safe and just educational setting.

OLGC – A place where happy, vibrant individuals grow in a family atmosphere to become valued community contributors.

We value quality student, parent, teacher and parish relationships. We strive to achieve this by:-
• Open communication and interaction with mutual respect and acceptance of each other and our differences.
• Transparent decision making through collaboration and consultation.
• Fostering a common sense of teamwork and peer support through friendly, understanding and compassionate staff.

OLGC – A place where quality relationships = Respect + Acceptance + Open Communication

We value quality education for the growth and development of lifelong learners. We provide:-
• Resources and experiences which promote creativity and enthusiasm.
• A nurturing environment which prepares all learners for a sustainable future.
  • A wide, open and balanced curriculum.

OLGC – A place where learning potentials can be discovered and challenged

We value being a Catholic school with its rich stories, guiding values and loving community. We value:-
• Our vibrant rituals and celebrations.
• The teaching of religion and education based on the values of Jesus.
  • Nurturing to be moral and ethical decision makers.

OLGC – A place of wise counsel, renewal and caring nurture.
Our Lady of Good Counsel Primary School Rules

APPENDIX 2

Our Lady of Good Counsel Primary School, Behaviour Support Plan, 2012-2017
APPENDIX 3

Strong Kids! Program Information

The Strong Kids curriculum targets each of the five pathways to wellness advocated by Cowen (1994), a pioneer in the modern science of mental health prevention and wellness promotion:

- Forming wholesome early attachments
- Acquiring age-appropriate competencies
- Having exposure to settings that favour wellness outcomes
- Having the empowering sense of being in control of one's fate
- Coping effectively with stress

Furthermore, as we created this curriculum over a 5-year period and then continued to refine and research it, we envisioned Strong Kids as a carefully designed SEL program to prevent the development of certain mental health problems and promote social and emotional wellness among young people. Strong Kids is not the right SEL program for all types of problems. We especially targeted the domain of internalizing behavioural and emotional problems (e.g., depression, anxiety, social withdrawal, somatic problems) and the promotion of what we term social and emotional resiliency in designing this curriculum: We never intended Strong Kids to be a comprehensive program for preventing school violence or antisocial behaviour, even though it may play a role in supporting these aims as part of a comprehensive program of effective behaviour support.

In addition, we specifically designed Strong Kids as a low-cost, low-technology program that can be implemented in a school or related educational setting with minimal professional training and resources. It is not necessary to be a licensed mental health professional to learn and implement this curriculum. It can also be taught in a self-contained manner within a specific environment and does not require expensive community wrap-around services or mandatory parent training groups.

The advantage of this programming approach is that Strong Kids is brief, efficient, skill-based, portable, and focused. One disadvantage of this approach is that the program is not designed to be a complete mental health treatment package for children and youth with severe mental health problems. Although our research to date has shown that the curriculum can make a meaningful difference with such populations, it should be used as one component of a comprehensive, intensive intervention program in such cases.

The primary mission of public education has traditionally been perceived as promoting the development of academic skills. There is no question that most educators, parents, students, and the general public also support and expect a broader mission for schools (Greenberg et al., 2003). Some examples of this expanded agenda include character education, development of good work habits, promotion of good citizenship, development of social and emotional competence, and promotion of healthy and productive lifestyle.
Commenting on the need for this broader agenda, Greenberg and his colleagues stated,

High-quality education should teach young people to interact in socially skilled and respectful ways; to practice positive, safe, and healthy behaviours; to contribute ethically and responsibly to their peer group, family, school, and community; and to possess basic competencies, work habits, and values as a foundation for meaningful employment and citizenship . . . . We consequently assert that school-based prevention programming-based on coordinated social, emotional, and academic learning-should be fundamental to preschool through high school education” (2003, pp. 466-467).

We emphatically agree with this statement. In addition, we propose that teaching young people positive social, emotional, and behavioural skills is not only an essential mission for educators and mental health professionals but also one of the most critical challenges facing our society in the 21st century.

As many researchers, writers, and public officials have noted, changes in the structure of society and families have resulted in an increasing percentage of children and families who are at risk for developing a variety of behavioural, social, and mental health problems (e.g., Costello & Angold, 2000; Doll & Lyon, 1998; Farmer & Farmer, 1999; Hoagwood & Erwin, 1997; Satcher, 1999). The numbers of children and youth affected by these problems are surprisingly high. Greenberg, Domitrovich, and Bumbarger (2001) have asserted that between 12% and 22% of children and adolescents younger than age 18 experience mental health problems of sufficient severity to be in need of mental health services. These percentages represent a staggering figure of up to 1 out of every 5 children and adolescents in some instances. Without question, effective responses to these problems, including mental health prevention and early intervention curricula in educational settings, must occur if these challenges are to be stemmed.

Another reason for optimism regarding our ability to positively affect the social and emotional health and resiliency of young people is an impressive emerging body of literature in the area of SEL (Zins, Bloodworth, Weissberg, & Walberg, 2004). SEL has been defined as systematic, cohesive, and effective instructional programming designed to teach social and emotional skills to children and adolescents, to prevent mental health problems, and to provide effective early intervention for those problems that are beginning to emerge (Greenberg et al., 2003). There are many manifestations of SEL programs, ranging from simple training in social or other life skills to expansive, multipronged efforts to prevent antisocial behaviour and conduct problems. Since about the early 1990s, an impressive array of evidence-based SEL programs have been developed and made available for use in education and mental health. These programs vary substantially in mode of instruction, time and resources required, target areas, and cost.

The specific type of SEL program selected will depend on the specific needs and requirements of an institution or community and the competencies and problems that are most important to target, but those efforts that are most successful tend to be implemented in a planned, cohesive manner within a system. Fragmented, uncoordinated efforts seldom produce more than superficial, short-term results (Greenberg et al., 2003).
## Classroom Incident Report Form

### Behaviour Sheet: OLGC

**Student Name:** 
**Year Level:** 

**Incident Date:**  
**Incident Time:** 

**Participant Type:**  
- [ ] Protagonist  
- [ ] Target  
- [ ] Bystander  
- [ ] Self-Referral

**Subject:**  
- [ ] English  
- [ ] Maths  
- [ ] Science  
- [ ] History  
- [ ] Religion  
- [ ] Music  
- [ ] PE  
- [ ] Drama  
- [ ] German  
- [ ] Other

**Class:**  
**Referring Staff Member:**  

**Incident Description (BRIEF):**

---

**Breach of School Code of Conduct – choose one only:**  
- [ ] Co-Operate  
- [ ] Give Respect  
- [ ] Love Learning  
- [ ] Own Your Behaviour

**School Problem Behaviours – choose one only:**  
- [ ] Deceptive Behaviour  
- [ ] Disruptive  
- [ ] Homework  
- [ ] Minor Theft  
- [ ] Teasing  
- [ ] Work Avoidance  
- [ ] Inappropriate use of Technology  
- [ ] Non Compliance  
- [ ] Inappropriate Language  
- [ ] Physical

**Location:** (please indicate in or out of class)  
- [ ] Admin (in/out class)  
- [ ] Eas  
- [ ] Classroom (in/out class)  
- [ ] Computer Lab (in/out class)  
- [ ] Excursion/Camp  
- [ ] Library (in/out class)  
- [ ] Junior Playground (in/out class)  
- [ ] Oval (in/out class)  
- [ ] Prep Oval (in/out class)  
- [ ] Senior Playground  
- [ ] Toilet (in/out class)  
- [ ] Tuckshop (in/out class)  
- [ ] Undercover Area (in/out class)

**Parent Contacted:**  
- [ ] Yes  
- [ ] No  
- [ ] Pending

**Intervention:**  
- [ ] Warning  
- [ ] Timeout  
- [ ] Buddy Class + RTR  
- [ ] RTR  
- [ ] Office Referral  
- [ ] Referral to Support Team

**Motivation:**  
- [ ] Avoid Attention Peer  
- [ ] Avoid Attention Adult  
- [ ] Avoid Tangible  
- [ ] Avoid Sensory

**OFFICE USE ONLY:**  
**Attended RTR:**  
- [ ] Yes  
- [ ] No  
**Supervising Teacher:**  

**Date:**  
**Date:**  

---
APPENDIX 5

Playground Incident Report Form

Incident Report - Playground

Student: ________________________________
Class: _______ Date: ____________________
Time: _______ Location: ______________________

Rule(s) Broken:

OWN YOUR BEHAVIOUR

LOVE LEARNING

GIVE RESPECT

CO-OPEARATE

Incident Description: [EG pushing, bullying]

______________________________

______________________________

Action Taken:

10 min Timeout  Undercover Area + RTR

Parents Contacted: Yes / No
### Summary of Playground Incident Reports

**Term ______ 201__**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Class</th>
<th>Student’s Name</th>
<th>No. of Reports</th>
<th>Behaviour Notification Sent Home*</th>
<th>Meeting with Admin</th>
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</table>
Admin Behaviour Notification Letter – Classroom

Date: __________________

Dear ____________________,

As part of Our Lady of Good Counsel’s Behaviour Support Plan, inappropriate student behaviour within the classroom is dealt with through the application of levels of behaviour support.

1. Quiet Chat
2. Give a choice
3. Timeout
4. Buddy Class & Responsible Thinking Room
5. Office Referral

The purpose of this note is to inform you that ________________ reached the highest level of behaviour support (withdrawal to Administration / Involvement of the school Leadership Team).

The following behaviours were inappropriate:

- 

As a consequence we need to meet to discuss how we will support ________________ in making more appropriate choices.

Could you please discuss this situation with your child and encourage more appropriate positive choices when he/she returns to school. In addition, we ask that you send an email to us (pgatton@bne.catholic.edu.au) or make contact by telephone to acknowledge receipt of this communication.

Thank you for your support.

Susan Carpenter  
Principal

David White  
Assistant Principal
Admin Behaviour Notification Letter – Playground

Date: __________________

Dear __________________,

As part of Our Lady of Good Counsel’s Behaviour Support Plan, inappropriate student behaviour within the classroom is dealt with through the application of levels of behaviour support.

1. Quiet Chat
2. Give a choice
3. Timeout
4. Office Referral & Responsible Thinking Room

The purpose of this note is to inform you that _________________ reached the highest level of behaviour support (withdrawal to Administration / Involvement of the school Leadership Team).

This means that your child has been involved in ____ inappropriate playground incidents this term.

As a consequence we need to meet to discuss how we will support _________________in making more appropriate choices.

We ask that you discuss this situation with your child and that you send an email to us (pgatton@bne.catholic.edu.au) or make contact by telephone to acknowledge receipt of this communication. Feel free to contact us if you would like to discuss this further.

Thank you for your support.

Susan Carpenter          David White
Principal               Assistant Principal
Our Lady of Good Counsel, Gatton

INCIDENT REPORT FORM

Date: ______________________  Approx. Time: ______________________

Location: ____________________

<table>
<thead>
<tr>
<th>Students Involved:</th>
<th>(Including Year)</th>
<th>Witnesses:</th>
<th>(Including Year)</th>
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<tbody>
<tr>
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Brief Description of Incident:

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</table>

Teacher: ______________________  Signed: ______________

Action by Teacher: ______________

Action by Principal/ APRE: ______________

Parents notified by: [ ] Phone  [ ] Letter (attached)

Signed: ______________________  (Principal)  Date: ______________

Copies to: [ ] Class Teacher  [ ] Initiating Teacher  [ ] File
# APPENDIX 10

## Summary of Brisbane Catholic Education’s Suspension and Exclusion Requirements

<table>
<thead>
<tr>
<th></th>
<th>Suspension less than a day</th>
<th>Suspension 1 or 2 days</th>
<th>Suspension 3-10 days</th>
<th>Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notification to parents to collect supervise</strong></td>
<td>In every case</td>
<td>In every case</td>
<td>In every case</td>
<td>In every case</td>
</tr>
<tr>
<td><strong>Notification to parents in writing</strong></td>
<td>Not needed</td>
<td>Needed- details at the bottom of p.41 or 50.</td>
<td>Needed- details at the bottom of p.41 or 50</td>
<td>Needed 10 day suspension initially- details p.43/44 or 51/52</td>
</tr>
<tr>
<td><strong>Recording in school</strong></td>
<td>Note made on student file</td>
<td>Written report on background and reasons in school file and student file with copy of Principal’s letter to parents</td>
<td>Written report on background and reasons in school file and student file with copy of Principal’s letter to parents</td>
<td>Written report on background and reasons in school file and student file with copy of Principal’s letter to parents and the application to exclude.</td>
</tr>
<tr>
<td><strong>Recording in database</strong></td>
<td>Not needed</td>
<td>When available- entry to be recorded</td>
<td>When available- entry to be recorded</td>
<td>When available- entry to be recorded</td>
</tr>
<tr>
<td><strong>Recording/ reporting to Area Supervisor</strong></td>
<td>Not needed</td>
<td>Not needed</td>
<td>Notify area supervisor</td>
<td>Notify area supervisor and apply through the area supervisor to the Executive Director to exclude.</td>
</tr>
<tr>
<td><strong>Appeals process p.44</strong></td>
<td>Appeal made to Principal</td>
<td>Appeal made to Principal</td>
<td>Appeal made to Area Supervisor</td>
<td>Appeal made to Executive Director</td>
</tr>
</tbody>
</table>

APPENDIX 11

An Example of Our Lady of Good Counsel’s Primary School Suspension Flowchart

Incident

Investigate incident

Admin meet to discuss issue and decide further action

Notification of parents

Face to face meeting with parents for an internal or external suspension

Suspension in school / out of school

Mediation meeting with parents, students and person offended against (where needed)

Contact with parents during suspension (where needed)

Re-entry Discussion with student (parent where needed) about:
- What has changed since suspension?
- What is going to be different?
- The expectation
- New start
Guide to Appeal Exclusion

When Should I Use this Guide?
If the appeal is for Exclusion, it must be given to the Executive Director within seven school days from when you are notified. If you want more time to prepare the submission, you must contact the Executive Director within the seven school days and request more time.

What Should I Include in My Appeal?
In your appeal, you should state the reasons for which you question suspension or exclusion, and give the facts that support your case.
Reasons for the appeal may cover aspects such as:
- objections to the processes undertaken by the school (how the decision was made)
- objections to the findings of fact or reasons as given by the principal in the notification letter
- objections to the justice of the decision and/or
- any new information provided.
An example of a suggested format for the appeal is shown on the next page. Your appeal may have more than one page and may use any format.

Where Should I Send My Submission?
You should send your appeals for Exclusion to Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane 4001.
APPENDIX 13

Sample Exclusion Appeal Letter

TO: Executive Director
FROM: Name, Relation to Student
Address, Phone Contact
SUBJECT: Appeal Against the Decision to Exclude

Name of Student: ____________________________
School: ___________________________________
Date of Notification Letter from Principal: ______

Reasons for submission:

Other information and facts in support of the submission:

Signature of person making the submission:

______________________________________________
Date: ________________________________________

APPENDIX 14

Methods to Support Investigations and Follow Up of Reported Incidents of Bullying

Method of Shared Concern
1. Gather information: This is more to identify those students suspected of bullying rather than to gain evidence to support any accusations.

2. Meet individually with those suspected of exhibiting bullying behaviour: Explain that they are not in trouble and that your role is to make sure that students are happy and safe at school. Perpetrators are identified and spoken with individually – without threats. A teacher/staff member meets privately with the child identified as responsible for bullying and shares their concern for the person being victimized and invites the perpetrator to act in a responsible and constructive way to remedy the situation. The focus is on what the perpetrator is prepared to do to help, rather than on blame, explanations or excuses for their behaviour.

3. Meet with the targeted student: This is to offer your support and brief them as to what others are willing to do to help. The student is encouraged to do their part to help if their behaviour was contributing in some way.

4. Monitor progress: Meet individually with each of the above students to check if the situation is improving. If progress is being made, you can proceed to the next step.

5. Meet with the student(s) suspected of bullying: This can be done either individually or in a group to affirm their efforts and consolidate their progress or to revise or gain recommitment to the prior plan.

6. Arrange a group meeting with the targeted student and those suspected of exhibiting bullying behaviour: A joint meeting can be used to resolve any outstanding problems, drawing upon some of the strategies of the mediation approach below if required. You would only do this if there was some goodwill present and there is no imbalance of power between the participants.

Reference: Ken Warren and Associates

Mediation
This approach is most appropriate between students who are in a conflict of some sort, such as friends who have fallen out with each other. The process can be used well when there is not a large power imbalance and there is a certain amount of goodwill from both parties. This approach aims to help those students work towards a better future whether this is restoration of their friendship or simply leaving each other alone.

The mediation process can be directed by a teacher, administration member or counsellor. It is, however, important for mediators to refer those situations which are beyond their capacity to mediate. The following mediation process involves eight main tasks:

1. Introduction: In the first stage, the ground rules are laid down in private individual meetings with the mediator. All parties have to agree to these rules:
   - Only one person talks at a time
• The other person listens without interrupting
• Everyone must stay for the full 15 minutes of the mediation

2. **Understanding demonstrated:** Under the direction of the mediator, each takes turns sharing their perspective about what happened and how they felt about it. The other party repeats the content and feelings, without comment or judgement. At each step, the mediator may assist or prompt recall when something important is missed. There is no discussion, point scoring or disputing – simply direct communication and listening.

3. **Apologies:** Participants are encouraged to apologize where they can (if not for their part of the situation, then for how their behaviour came across).

   **Establish common ground where possible:** Each agrees with the other where they can (if not on what they said, then on what they are wanting for the future – that things need to improve).

4. **Different opinions and perspectives are shared:** These are shared respectfully (‘this is how I saw it……’ with no name calling, etc).

5. **Suggestions made for the future:** Ideas are brainstormed about efforts that preferably both parties can make to solve their dispute.

6. **Agreement for the future:** The mediator records the agreed solution and both parties sign it as proof of their willingness to implement the plan.

7. **Monitoring and review:** A follow up meeting is scheduled to ensure the agreement is implemented or revised if needed.

**Reference:** Ken Warren and Associates

**Individually Counselling**

With all challenging behaviour, it is important to assess whether there are underlying factors contributing. Often it is not just the behaviour that needs to be addressed, but any underlying causes. These include:

• Lack of appreciation of how their behaviour is impacting on others
• Problems at home or school
• Feeling overwhelmed about workload or recent life changes
• Medical conditions
• Responding badly to the challenging behaviours of others
• Bad choices for meeting their needs of power, connecting, fun and freedom
• Doing the best they know how

Students who bully need help not only because their behaviour is damaging to others, but also because of the harm they may do to themselves in the long term. Because people who bully do so for different reasons, they are helped in different ways:

• Encourage empathy for the targeted student
• Discuss ways of making amends in a genuine way
• Ask them why you find their behaviour inappropriate
• Ask them to consider what the eventual consequences will be if there is no change and if this is what they really want

- Encourage them to think about their choice e.g. *Do they want their behaviour to be positive (+), neutral (0) or negative (-)?* Or to ask themselves, “*Will what I am about to do or say take me in the direction I want to go (e.g. Get the school and/or their parents off their back)?*”
• Coach them in how to handle challenging relationships
• Ask about exceptional times they could have engaged in the problem behaviour, but didn’t
• Help them make better choices for meeting their needs
• Organise individual or family counselling
• Provide pro-social role models – connect the child with the ‘right’ adult for them
• Organise a medical assessment if the problem behaviour is persistent.

Questions to ask when individually counselling:
1. How do you imagine he/she is feeling?
2. What do you think he/she is most upset about?
3. If nothing changes, what do you imagine the eventual consequences to be?
4. Is this what you really want?
5. What are your ideas of what you or both of you can do to help?
6. What are two things you are willing to do even if _____ doesn’t change?
This document builds on the work of behaviour support practices developed at Our Lady of Good Counsel School over a number of years. In 2011, the school community committed to formally reviewing the school’s behaviour support practices, resulting in extensive professional development, focused discussion and consultation. This was led by the Behaviour Support Committee, whose members included:

- Linda Lewllyn (Chair)
- Susan Carpenter (Principal)
- David White (Assistant Principal)
- Shannon Gilchrist (Teacher)
- Denise O’Brien (Support Teacher, Inclusive Education)
- Angela Frizzell (Teacher)
- Caz Cipa (Guidance Counsellor)
- Alex Walker (Teacher)
- Chiara Galie (Teacher)

The school community is further thankful for the guidance and support received from Linda Llewellyn, Brisbane Catholic Education, Education Officers – Student Behaviour.