



OUR LADY OF GOOD COUNSEL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Vision

Our Lady of Good Counsel learning community will strive to provide high-quality, inclusive, contemporary, faith-filled Catholic education to all who share our values.

Mission

Our Lady of Good Counsel school works in partnership with families, parish and the wider community to:

- provide a Catholic education centred on Christ and influenced by the Mercy charism, so that students can develop meaningful relationships with God and live according to Catholic beliefs, values, practices and traditions.
- provide high-quality teaching and learning that is technology enriched, engaging, inclusive, contemporary and celebrates our unique position in the Lockyer Valley.
- create a welcoming and supportive environment for all within our community, ensuring that the diversity and dignity of each person is valued and respected.
- promote a culture of excellence where our lifelong learners are confident and motivated to reach their full potential.

As a learning community, we will work, together to enhance all children here (TEACH). We will achieve this by being, really enthusiastic about developing all students (READ AS).

Values

Love, Service & Joy

"This is then what Yahweh asks of you, only this: act justly, love tenderly and walk humbly with your God" Micah 6:8

Motto

Rich history, vibrant growth and promising futures

Our motto calls us to embrace the richness of our history, challenge us to learn in the present and inspire us to help create a promising future.

Our School Context

Our school is situated in the rural town of Gatton, in the Lockyer Valley, and caters for around 290 students from Prep to Year 6. 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.

A place of rich history, vibrant growth and promising futures!

Consultation and Review Process

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 (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.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions. The following beliefs reflect current literature in positive behaviour supports.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Alice Springs Declaration).
- Every day at school, students have the opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

A place of rich history, vibrant growth and promising futures!

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.

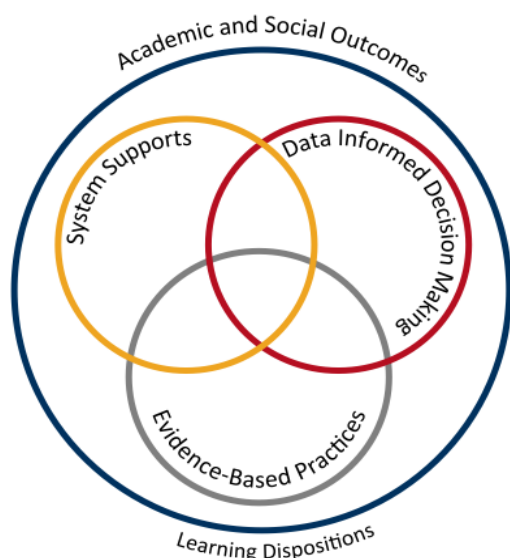


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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. At OLGC, 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).

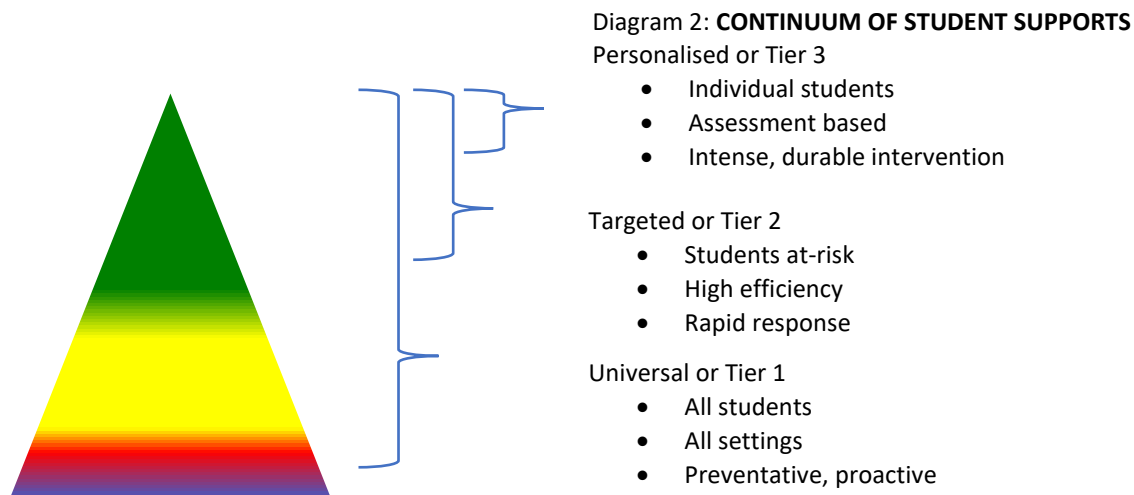
Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. At OLGC, we use data analysis to identify students 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).

A place of rich history, vibrant growth and promising futures!

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students at OLGC 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 at OLGC 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

The OLGC Student Behaviour Support Team consists of Principal, APRE, PLL, STIE, Guidance Counsellor and EALD/First Nations Support Teacher. This team aims to meet once a term to discuss behaviour at a whole school level including analysis of ENGAGE data, classroom practice and expected behaviours. Behaviour Review and Behaviour Review and Response meetings are scheduled once a term during staff meetings to discuss Tier 1 Universal Supports.

Principal- Mrs Clare Hogan
APRE- Mr David Anderson
PLL – Mrs Christine Wilks
STIE – Ms Jennifer Morrissey
Guidance Counsellor- Mrs Susan Paten-Allison
EALD/First Nations Support Teacher- Mrs Bev Milasas

Professional Learning Opportunities:

- PB4L Coaches Network Day
- Essential Microskills for Classroom Management
- Non-Violent Crisis Intervention Training
- Design Individual Supports through Functional Behaviour Assessment
- Classroom Profiling
- ENGAGE Orientation, Training, and Data Analysis

Yearly Refresher Professional Learning Opportunities:

- Essential Microskills for Classroom Management
- ENGAGE Training and Data Analysis
- iLearn Modules

A place of rich history, vibrant growth and promising futures!

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:

- Own your Behaviour
- Love Learning
- Give Respect
- Cooperate

Classroom Rules

- Raise hand to speak
- Respect people and property
- Ready to learn
- Responsible participation and cooperation
- Right place, right time

Our school behaviour matrix and classroom rule poster are a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. Our school wide expectations can be found in **Appendix A**.

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 and is everyone's responsibility- leadership team, teachers and school officers.

Additionally, direct teaching of expected behaviours may be done using some or a combination of the following:

- Beginning of school year- Living and Learning at OLGC introduced by classroom teacher.
- Time built into the first weeks of each new school year to explicitly teach the OLGC rules and reteach at the beginning of each term and throughout the terms as required.
- Morning Messages delivered by leadership team at the beginning of each week at the Monday morning assembly outlining the whole school focus behaviour.
- New staff orientation provided by leadership when needed.
- New student orientation provided by teaching staff when needed.
- Behaviours for Learning will be discussed at the beginning of each lesson by teaching staff.

3. Feedback: Encouraging Productive Behaviours for learning

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

A place of rich history, vibrant growth and promising futures!

achievement and the intervention strategies introduced for chronic behaviour issues. This belief reflects the Vision Statement of the OLG community and is done in light of the Gospel Values expressed in our Mission Statement.

Our Lady of Good Counsel staff recognise 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;
- The application of non-emotive, systematic and logical correction and intervention strategies.

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Positive Behaviour for Learning Award presented fortnightly at assembly for each class.	Student negotiated points system for class reward e.g. sticker charts, stamps etc.
Sharing of work and positive behaviour through various communication methods including phone calls, emails, Facebook, class blog, Principal blog, Parent Portal, and school website.	Personal Goal Setting to support intrinsic motivation.
Sharing work with others e.g. Principal, APRE, buddy classes etc.	Classroom responsibilities to encourage positive school contribution e.g. Class Captains, Ministries etc.
Celebrations e.g. birthdays, outside school achievements.	Specific and timely teacher feedback on work and/or positive behaviours for learning displayed.

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.

A place of rich history, vibrant growth and promising futures.

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.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

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

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 B**.

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:

A place of rich history, vibrant growth and promising futures!

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology - Steps to Reconciliation
Supervised calm time in a safe space outside of the classroom	Work it out together plan – teacher and student	Student supported to re-engage in the class or school community
Office Referral	Student – student conversation	Restorative conversation
Set limits	Teacher – student – parent meeting	Restorative conference
Individual Behaviour Plan	Teacher – student – leadership conversation	
Emotional co-regulation support by calm adult		

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in the designated 'Cool Down Space', in another supervised classroom or in the office. The intent of the 'time out' is for a student to regain control of their emotions and behaviour.

For Major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

At Our Lady of Good Counsel, we follow a flowchart of response in line with the PB4L framework and philosophy implemented by the school. This can be found in **Appendix C**.

5. BCE Formal Sanctions

Our Lady of Good Counsel School's Formal Sanctions align with the BCE procedures. Each formal sanction is outlined below:

- **Detention process**

At Our Lady of Good Counsel students are given multiple opportunities within the classroom to turn behaviour around. Classroom teachers follow the flowchart of response to respond to unproductive behaviours. In the event that an office referral occurs, students may require a detention.

If a student is referred to the office, a member of the school leadership team will speak with the student. The student will be required to complete a Restorative Practices Reflection form (**Appendices D&E**) outlining their behaviour choices. Member of leadership will work through the form with student and engage in a restorative conversation. This restorative conversation will outline what behaviours the student will aim to change in the future and ways to do this along with steps to take to repair the situation (eg. apologise to classroom teacher).

As this is the students final warning, they will be required to complete their allocated classwork during this time and receive a lunch time detention. This will be carried out in the school administration building where the student will eat and be withdrawn from their play.

When a student receives a lunch time detention, the classroom teacher will notify the parents via a face-to-face or telephone conversation by the end of the day. If unable to meet face-to-face or by telephone, an email will be sent.

If multiple detentions are received, a member of the leadership team will phone parent/carers. A formal meeting with the parent/carer, class teacher, support team and Principal/APRE will be scheduled.

A place of rich history, vibrant growth and promising futures!

When behaviours have occurred within the afternoon session at school, detentions will occur on the following school day.

- **Suspension process**

If a student's behaviour is repetitive and adversely affects the growth and development of 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. persistent non-compliance, persistent disobedience, verbal abuse, breach of the school's Student Behaviour Support Plan). 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.

Suspensions are recorded in the Engage Student Support System Suspension Register. The Principal will notify the parent/carer by telephone to discuss the suspension. If an in-school suspension, student will be required to spend the next day (or two dependant on the time allocated) in the school office to complete their school work. They will spend eating and play time in the office during this time. Parents will receive a letter to outline this process.

If an out-of-school suspension is to occur, parents will receive a letter to outline this process. This letter will indicate a time for the compulsory re-entry to school meeting.

Compulsory re-entry meetings for students returning from suspension, participated in by the student, parent/carer, leadership team member, class teacher (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.

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

- **Exclusion**

At Our Lady of Good Counsel, because of the serious long-term consequences for the student and the family, exclusion will be considered only as a last resort. Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions approved by the Executive Director or delegate.

The purpose of exclusion is to:
signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees remove the student from an

A place of rich history, vibrant growth and promising futures!

established environment in which unproductive behaviour patterns have become entrenched provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

The principal will inform parents of suspension through the following steps:

1. Notify the student and the family that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing seven (7) school days for the student, and family to respond
2. Provide the family, or student (if the student is living independently) with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses). The Principal must remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude. This consideration will be unique in each case and guidance is to be sought from the Senior Leader - School Progress and Performance or BCE Legal Counsel
3. Request a meeting with the student's family member to outline the process and the reasons for the recommendation
4. Provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present
5. Consider any response from the student and their family before formulating a recommendation to exclude to the Learning Services Executive

Suspension, as part of an application for exclusion, must be recorded into the Engage Student Support System.

For appeals, the school aligns to BCE processes.

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

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

A place of rich history, vibrant growth and promising futures!

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 No Way! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

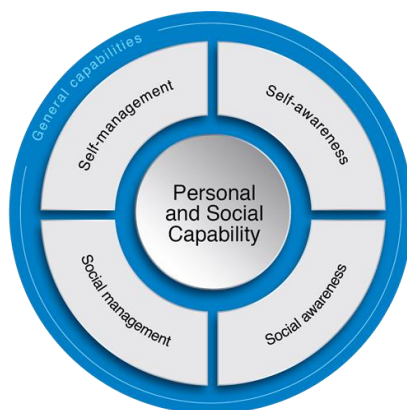
To support professional learning, at the commencement of each new school year, all staff are provided a professional development training run by the Principal and Guidance Counsellor focusing on the following areas:

- The school's Student Protection and Code of Conduct
- A review of Bullying No Way! teaching resources
- Bullying No Way! professional development video series:
 - Evidence of Bullying Among Youth
 - A World Without Bullying
- A review of Bullying No Way! Responding to Parents Reports about Bullying presentation

2. Teaching about Bullying and Harassment

The ACARA is utilised to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. This is done through the Personal and Social Capabilities and teachings aligned to the Religious Education and Health Curriculum.

The key ideas for Personal and Social Capability are organised into four interrelated elements in the learning continuum, as shown in the figure below.



Awareness of bullying is also raised throughout the year in different awareness days including National Day of Action against Bullying and Violence, and White Balloon Day. For these days additional education and activities around bullying is provided for teachers, students, and families by the Guidance Counsellor.

3. Responding to Bullying and Harassment

At Our Lady of Good Counsel, we adopt a number of strategies and approaches to create a safe and supportive school community where everyone feels safe, supported and respected. We aim to respond

A place of rich history, vibrant growth and promising futures!

to bullying and harassment incidents in a constructive, supportive, and timely manner. The primary aim of our response is to restore a positive learning environment for all students.

What to do if a student reports bullying to you:

Research shows that students are more likely to report bullying at school if they think:

- the teacher knows what to do
- the teacher will respond sensitively and effectively
- they will be treated with respect and provided support
- the teacher won't make things worse

Because teachers and other staff are often the first responders to bullying incidents', they should be prepared with knowledge and specific skills.

- reassure them that you will try to **help them**
- **avoid minimising** the issue, or saying dismissive things that imply the issue is not important
- find a **suitable place** to talk, or make a time to discuss the problem privately
- ensure that your **voice is calm** and your body language is open as you listen
- **listen** without interrupting, using only encouraging questions or sounds to show you are listening
- only after you have **heard their whole story** should you ask specific questions if you need more details
- if they haven't already told you, ask the student **when, how and where** the bullying happens, including:
 - what words have been said or written
 - has anyone been physically hurt and how
 - who is usually around
 - who else have they told about this
 - if it is happening online ask if there is any evidence of what has happened
- ask questions to help you **distinguish** between single incidents of conflict and an ongoing pattern of bullying
- **write down** the information, or ask an older student to write down the details themselves and give it to you
- **reassure** the student it's never okay to be bullied
- reassure the student it is **not their fault** that the other person is behaving in such a way
- **praise** the student for speaking out, acknowledging that talking about it takes lots of courage
- ask the student what **they want you to do** and whether they want you to do anything at this stage
- if they want your assistance to stop the bullying, tell them you will now start **your school's procedures** to investigate and respond to their report
- reassure them that the school takes this seriously and that you will **get back to them** as soon you can
- ask the student if they **feel safe in the short term** in case you need to take preventative safety measures.
- ask the student if they would also like a check-in with a member of the Student Support Team.

How parents can report concerns of bullying:

Step 1 – Identify if it falls under the school's definition of bullying (see definition 'What is Bullying' above).

Step 2 – Let your child know that you will be contacting the school to talk to them about it because the school and home want to work together to make sure they feel safe and respected at school.

A place of rich history, vibrant growth and promising futures!

Step 3 – Contact the students class teacher via email requesting a time in person or via phone to discuss the matter. You can also request if you would like the school Guidance Counsellor to be involved.

Step 4 – Be prepared for the meeting by having a written record based on what your child has told you so that you can be as clear as possible about what has happened.

How staff can report bullying in the workplace:

Refer to Employee's Guide for the Prevention and Elimination of Work Place Bullying.

Step 1 – Contact your line manager/direct supervisor to organise a meeting (unless the line manager is the person of concern, then contact the BCE Area Supervisor).

Step 2 - Be prepared for the meeting by having a written record with all information that you would like to share so as to be as clear as possible about what has happened.

How OLGC Responds to Bullying Reports:

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

The actions our school follows include:

- **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.
- **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.
- **Contact** parent/guardian via phone (if unable to reach them, contact via email) 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.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **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.
- **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

A place of rich history, vibrant growth and promising futures!

Our Lady of Good Counsel is proactive in planning for a safe, supportive and inclusive school to prevent bullying and harassment in the following ways.

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. For example, reviewing the school rules on bullying or covering topics such as being a bystander.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. For example, professional development at the beginning of each year.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through the addition of information in our Teacher Relief folders.
4. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This is achieved through information shared in newsletters and on the school portal.
5. Explicit promotion of social and emotional competencies among students through the ACARA.
6. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection including the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

Key contacts for students and parents to report bullying

Principal – Mrs Clare Hogan – (07) 5460 2999

Assistant Principal Religious Education – Mr David Anderson – (07) 5460 2999

Guidance Counsellor – Mrs Susan Paten-Allison – (07) 5460 2999

Cyberbullying

Cyberbullying is treated at Our Lady of Good Counsel with the same level of seriousness as direct bullying.

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

Cyber bullying refers to bullying that occurs through the use of information and communication technologies. It may include:

- Pranking (hanging up calls)
- Sending insulting messages
- Publishing someone's private information
- Creating hate sites

A place of rich history, vibrant growth and promising futures!

- Implementing social exclusion campaigns on social networking sites
- Sharing humiliating videos

If cyberbullying is evident, follow the steps outlined above for Bullying.

Resources

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

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

- Bullying No Way!
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

At Our Lady of Good Counsel, staff meet at various points throughout the year both informally and formally, to analyse school behaviour data and make informed decisions. These include but are not limited to:

- Fortnightly- Student Support Team to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports;
- Termly- Teachers at Staff Meeting to engage in a 'Notice, Wonder and What Next'.

A place of rich history, vibrant growth and promising futures!

References

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

Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy

A place of rich history, vibrant growth and promising futures!

Appendix A – OLGC Behaviour Matrix

OLGC Positive Behaviour Matrix

	LEARNING SPACES	CHURCH / ASSEMBLY	TUCKSHOP/EATING TIME	TOILETS	PLAYTIME (swab, playground, undercover area)	TRANSITIONS & AFTERNOON PICK UP	OFF CAMPUS (swimming, excursion, camp, sport)
Own Your Behaviour	<ul style="list-style-type: none"> Be honest Apologise genuinely Understand how your behaviour impacts others Respect other people's privacy Take responsibility for your actions Use strategies to control your behaviour Use equipment appropriately 	<ul style="list-style-type: none"> Actively listen Be reverent 	<ul style="list-style-type: none"> Use your manners (please and thank you) Care for your belongings – put them away when finished Eat your own food – make responsible choices 	<ul style="list-style-type: none"> Be sensible in and around the toilets Be quick Go during break times and before class. Use quiet voices 	<ul style="list-style-type: none"> Tell the truth Take responsibility for your actions Make your own decisions Take turns Play for enjoyment – have fun and be fair Try to create fair teams Play by the rules Use equipment safely 	<ul style="list-style-type: none"> Walk safely, calmly and quietly Stay in safe school areas Act responsibly Be honest 	<ul style="list-style-type: none"> Have necessary equipment ready Be punctual
Love Learning	<ul style="list-style-type: none"> Participate in learning Have a Growth Mindset Have necessary equipment ready for lesson Everyone has a right to learn Take pride in your school work 	<ul style="list-style-type: none"> Listen carefully Actively participate when required 	<ul style="list-style-type: none"> Take pride in the school grounds 	<ul style="list-style-type: none"> Return to class quickly Use toilet etiquette (flush toilet, only toilet paper in toilet) Use only when necessary 	<ul style="list-style-type: none"> Be a good friend Be a problem solver Invite others to play Give respect Listen to the teacher Help others Use the 5 Wear your hat 	<ul style="list-style-type: none"> Be in the right place at the right time 	<ul style="list-style-type: none"> Wear the school uniform with pride (including hat) Actively participate and be reflective
Give Respect	<ul style="list-style-type: none"> Speak nicely & encourage others Wait your turn Ask for permission to leave room Raise hands to speak Listen and look at others when talking Keep hands, feet and other objects to yourself Use the 5 Be aware of others' personal space Acknowledge others' successes Take care of classroom environment Wear the uniform with pride 	<ul style="list-style-type: none"> Acknowledge others' successes Look at Father when he speaks Arrive and leave quietly Sit respectfully Be respectful of the Church (use pews, chairs, kneelers appropriately) 	<ul style="list-style-type: none"> Wait your turn Use your manners Put rubbish in the bin Clean up after yourself Be allergy aware 	<ul style="list-style-type: none"> Wash hands Follow hygiene rules One person per cubicle Respect others privacy Treat bathroom facilities considerately Use water, soap and paper towels conservatively Put paper towels in bin – not toilet 	<ul style="list-style-type: none"> Speak nicely to others Encourage team mates Make fair teams Share your friends Include others Respect others personal space Follow instructions Solve problems with words Respect property 	<ul style="list-style-type: none"> Be respectful of other students and classes Respect others personal space Respect school property Be punctual Hands and feet to yourself Help others 	<ul style="list-style-type: none"> Represent the school with pride Be polite and thankful Clean up after yourself
Co-operate	<ul style="list-style-type: none"> Follow instructions Share Take turns Contribute to group work Show patience Accept differences 	<ul style="list-style-type: none"> Wait patiently Follow adult instructions Sit on chairs safely 	<ul style="list-style-type: none"> Stay in the designated eating area Wait for teacher to check area before play Stand quietly in a line at the tuckshop window 	<ul style="list-style-type: none"> Ask for teacher's permission Wait your turn Keep your hands and feet to yourself Line up 	<ul style="list-style-type: none"> Wait your turn Share equipment At first bell, promptly go to the toilet and line up. At second bell, be seated in line with your hand up. Wait for teacher's permission to go and play (hand up) Use equipment safely Return borrowed equipment Stay in safe school areas Play school approved games 	<ul style="list-style-type: none"> Follow teacher instructions Stay in line/with group Stay in the school grounds Meet at the specified area Be prompt to bus line Wait quietly Wait patiently Listen and respond to name 	<ul style="list-style-type: none"> Follow adult instructions Follow safety procedures Follow transportation rules Stay with the group Be in the right place at the right time

This then is what Yahweh asks of you, this and only this: to act justly, to love tenderly and to walk humbly with your God. Micah 6:8

CLASSROOM RULES

- RAISE HAND TO SPEAK**
- RESPECT PEOPLE AND PROPERTY**
- READY TO LEARN**
- RESPONSIBLE PARTICIPATION AND COOPERATION**
- RIGHT PLACE, RIGHT TIME**

A place of rich history, vibrant growth and promising futures!

Appendix B - Behaviour Definitions

Minor Behaviours

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

A place of rich history, vibrant growth and promising futures!

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.

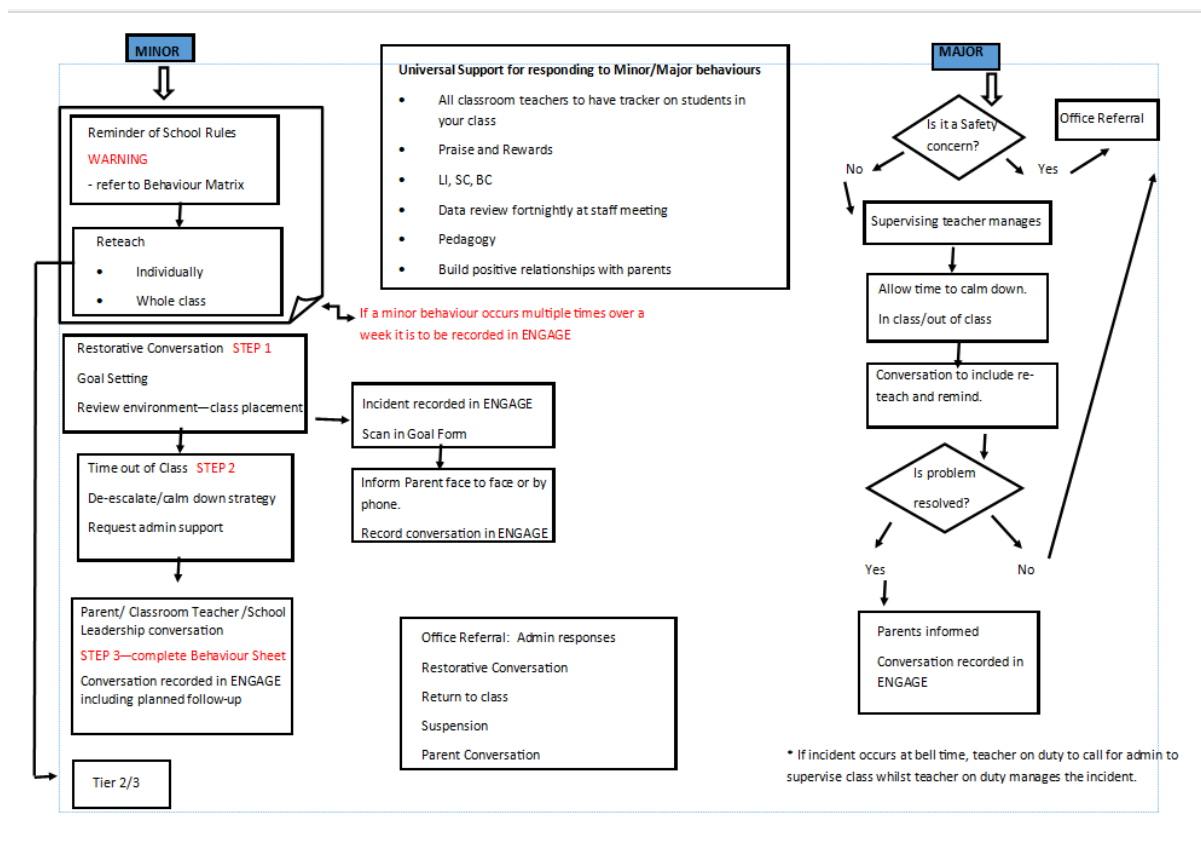
A place of rich history, vibrant growth and promising futures!

	Descriptor	Definition	Example
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.

A place of rich history, vibrant growth and promising futures!

	Descriptor	Definition	Example
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix C - Behaviour Flow Chart of Response



A place of rich history, vibrant growth and promising futures!

OLGC – STEP SYSTEM

Restoration Process – PB4L



Automatic Step 3 for swearing, verbal & physical aggression

A place of rich history, vibrant growth and promising futures!






Appendix D&E – Restorative Practices Reflection Forms

Restorative Practices Reflection (Prep – Year 2)





Name: _____ Class: _____ Date: _____
 Time: _____ Classroom Teacher: _____

1. What happened? (Include reasons for Warning, Step 1 and Step 2)









2. Which rule/s were you breaking? (circle)

 Raise hand to speak	 Respect people and property	 Ready to Learn	 Responsible participation and cooperation	 Right place, right time
--	--	---	--	--

3. How did this affect other people?

 It stopped someone from learning/play	 Someone was hurt (or could have been hurt)	 It made someone sad/angry	 It made someone feel unsafe or uncomfortable
--	---	--	---

4. What should you have done?

 Follow instructions	 Say, "I don't understand."	 Ask for cool down time	 Stay in my work area
 Keep my hands and feet to myself	 Use kind words	 Ask someone to "please stop."	 Report to an adult

5. Who do you need to say sorry to? _____

Why are you sorry? _____

Child Signature: _____

Dear Parents/Guardians,

This is to inform you of the behaviour your child exhibited at school today. _____ and I worked together to discuss the behaviour and set some goals for the future. Please discuss this with your child and return it to school signed. If you have any questions or concerns, please do not hesitate to contact the school on (07)54602999.

Amin Team Member: _____ Signature: _____

Parent Signature: _____ Date: _____






Parent comment: _____

Restorative Practices Reflection (Year 3 – Year 6)





Name: _____ Class: _____ Date: _____
 Time: _____ Classroom Teacher: _____

1. What happened? (Include reasons for Warning, Step 1 and Step 2)









1. Which school rule/s were you breaking? (circle)

 Raise hand to speak	 Respect people and property	 Ready to Learn	 Responsible participation and cooperation	 Right place, right time
--	--	---	--	--

2. How did this affect other people?

 It stopped someone from learning/play	 Someone was hurt (or could have been hurt)	 It made someone sad/angry	 It made someone feel unsafe or uncomfortable
--	---	--	---

3. What should you have done?

 Follow instructions	 Say, "I don't understand."	 Ask for cool down time	 Stay in my work area
 Keep my hands and feet to myself	 Use kind words	 Ask someone to "please stop."	 Report to an adult

4. Who do you need to say sorry to? _____

Why are you sorry? _____

5. What do you think is a fair consequence as a result of these events? _____

Consequences received after discussion with Admin Team Member: _____

Child's Signature: _____

Dear Parents/Guardians,

This is to inform you of the behaviour your child exhibited at school today. _____ and I worked together to discuss the behaviour and set some goals for the future. Please discuss this with your child and return it to school signed. If you have any questions or concerns, please do not hesitate to contact the school on (07)54602999.

Amin Team Member: _____ Signature: _____

Parent Signature: _____ Date: _____

Parent comment: _____

Approver: Mrs Clare Hogan Issue date: 11/02/2025 Next review date: 11/02/2026

A place of rich history, vibrant growth and promising futures!