

# SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

## School Mission and Vision - Teach Challenge Transform



# Mission & Vision

## Mission

In the tradition of Saint Mary MacKillop we foster and nurture the love of lifelong learning by offering equitable learning opportunities so that we all reach our full potential.

This is achieved in **Faith**, in **Learning** and in **Community**.

## Vision

<h3>Faith</h3>	<h3>Learning</h3>	<h3>Community</h3>
We value the teaching of Jesus and strive to live in faith.	We value diversity and success for all.	We value collaboration and respect within our school community.



Informed by Alice Springs (Mparntwe) Education Declaration, Reviewed 2021

A Brisbane Catholic Education School

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## **Our School Context**

Our Lady of Fatima was opened on 25th January 1954, with a total enrolment of seventy-eight pupils and a staff of two Sisters of Saint Joseph. Our Lady of Fatima School caters for students from Prep through to Year 6. Students at Our Lady of Fatima encounter faith, learning and community in a way that is unique to our school. This is further reinforced in our mission statement that reads "In the tradition of Saint Mary Mackillop we foster and nurture the love of life-long learning by offering equitable learning opportunities so that we all reach our full potential". Students are supported to succeed at Our Lady of Fatima through various, wellplanned opportunities to develop academically, spiritually, socially and emotionally.

## **Consultation and Review Process**

Our Lady of Fatima Primary School developed this plan in consultation with the school community. Consultation occurred through staff meetings, student support team meetings, age-appropriate student input, meetings with the Parents and Friends Committee and our school-wide Positive Behaviour for Learning Committee. It is also informed and reviewed by regular audits of our school behaviour data tracking system and other student voice data and whole school compliance reviews.

## **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. Student behaviour support is at the core of all classroom practice and whole-school supports. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. We use the phrase, 'Safe, Happy, Learning' to reinforce that feeling safe is an important first step to students being able to effectively and positively engage in learning. When they feel safe and have their needs met, they feel happier and can then learn. Our approach starts in the classroom, each day, with each individual student.

At Our Lady of Fatima Primary School, we believe the following conditions support quality learning outcomes:

1. Warm, disciplined, safe, positive and supportive classroom environments where students and teachers develop positive relationships.
2. Active engagement in learning. Learning is adjusted as needed to support all students being able to access the curriculum.
3. Students are encouraged to have a growth mindset and try their best.
4. Behaviour is a learning process, and positive behaviours need to be taught explicitly to and expected from students.
5. Students are encouraged to demonstrate our learning qualities and use the language of learning. It is our belief that all students can be taught to be self-regulated, self-directed, self-reflective learners.

6. Quality work should feel good. Recognition and encouragement should be given to those students who have done their best.
7. Respect, safety and learning are central to everything we do at OLOF. **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.

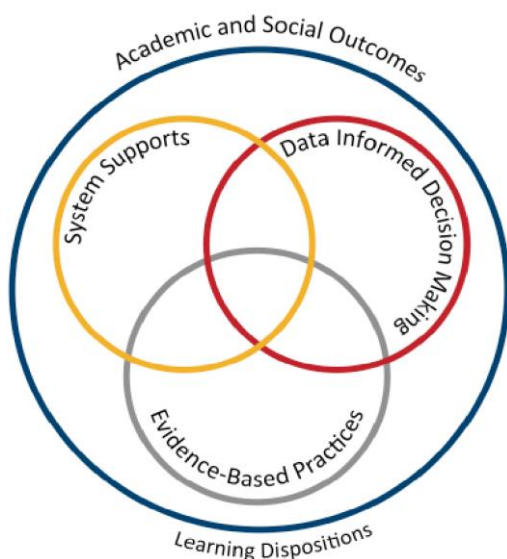


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and SelfAssessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### **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 prosocial behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

### **Continuum of support and key features**

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

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit

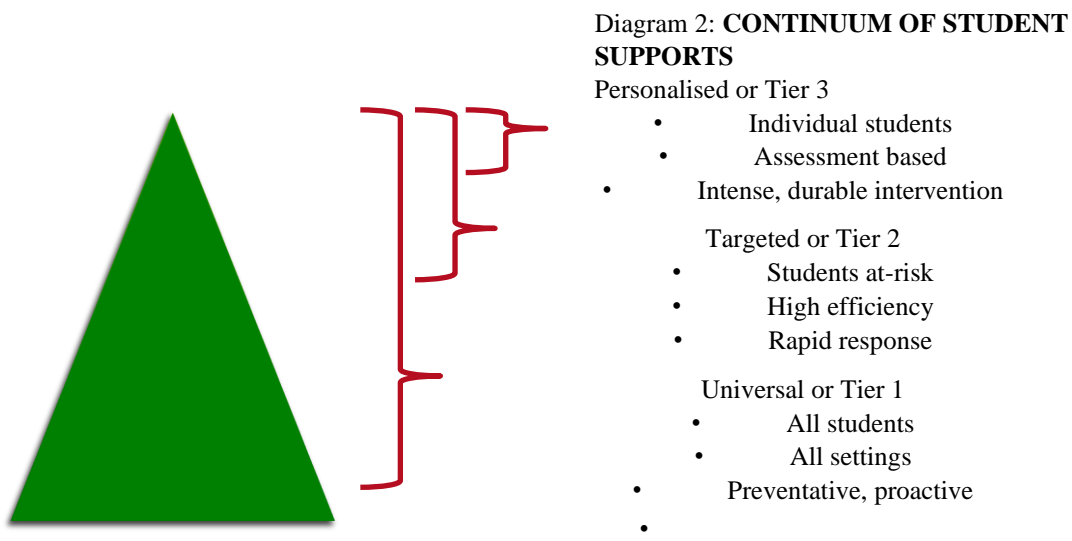
teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

**Tier 2 Targeted Supports:**

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

**Tier 3 Personalised Supports:**

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



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

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

At Our Lady of Fatima Primary School, all teachers play a vital role in behaviour support for our students. Our Lady of Fatima Primary School participates in Positive Behaviour for Learning (PB4L) programs. This is a whole-school approach to behaviour that encompasses bullying. Within this framework, records are kept on the

ENGAGE database. This enables our staff to strategically plan for improved behaviour outcomes. All staff members at Our Lady of Fatima Primary School undertake professional learning to support the implementation of Positive Behaviour for Learning. Our Lady of Fatima Primary School supports staff in the following ways:

- Professional learning for all staff annually during pupil free days to review school policies and practices in relation to behaviour support
- Student Behaviour Support including school PB4L practices are included in staff inductions at the beginning of each year and as new staff members join Our Lady of Fatima Primary School.
- PB4L practices are continually reviewed and refined through regular staff meetings and inclusion in annual improvement planning when needed.
- Student behaviour data is analysed by Student Support team regularly at our weekly Student Support Team meetings. The team consists of the Support Teacher – Inclusive Education, the Guidance Counsellor, the Assistant Principal – Religious Education, the Principal and the Student Wellbeing Officer.

The Student Behaviour Support Plan for Our Lady of Fatima Primary School has been endorsed by the Principal, the school P&F committee, and the Senior Leader: School Progress and Performance, and is reviewed each year.

## **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:


- Safe Behaviour
- Own your Learning
- Act Responsibly
- Respect for Everyone

### **Our School Behaviour Matrix – The SOAR Chart**

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

Our Lady of Fatima Primary School ACACIA RIDGE		EVERYWHERE AND ALWAYS			
	When we learn	When we play	When we gather	When we move	
<b>S</b> Safety	Use equipment, technology and spaces safely Keep your belongings tidy	Use play equipment safely Make choices that keep everyone safe	Sit safely in your spot Help keep the space calm for everyone	Move safely and calmly Stay in safe areas	
<b>O</b> Ownership	Be ready to learn Always have a go	Learn lots of games to play Learn the rules of the game	Be ready to listen and learn Take part the right way	Be ready to listen and respond Stay focused on where you are going	
<b>A</b> Action	Follow instructions first time Take responsibility for your learning	Follow rules and instructions the first time Take responsibility for your choices	Follow instructions the first time Take responsibility for yourself	Respond to instructions first time Line up properly in your spot	
<b>R</b> Respect	Use kind words and actions Show respect and include others	Take turns and include others Share play equipment fairly	Listen when others speak Clap to celebrate each other	Wait your turn Lead by example	


## The OLOF Way



**Reminder 1**  
(Class Teacher states expected behaviour)


**Reminder 2**  
(Class Teacher re-states expected behaviour)

**STEP 1**  
**Teacher Conference**  
(Class Teacher asks "Questions")




**STEP 2**  
**Reflection Time**  
(5 mins in classroom followed by "Questions" with Class Teacher)

**Teacher records**



**STEP 3**  
**Reflection Time**  
(10 mins in Buddy classroom to complete Work it Out Sheet)

**Teacher records and calls parent before end of school day**



**STEP 4**  
**Leadership Referral**  
(Teacher calls Reception)

**Teacher records and Leadership calls parent before end of school day**

**"Questions"**

- What are you doing?
- What should you be doing?
- What are you going to do now?
- What do you need from me?
- What will happen if you don't do that?

The OLOF Way is a Tier 1, universal approach to consistent behaviour across the school

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities

encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

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

## **2. Focus: Teaching Expected behaviour**

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. In addition, direct teaching may be done using some or a combination of the following:

- Each year, all staff participate in a review and ensure clarity of expectation regarding the Our Lady of Fatima Primary School Behaviour Matrix (SOAR chart) and Student Behaviour Support Plan.
- Through-out the year, there is a focus on explicit teaching of the behaviour expectations as outlined in the SOAR chart.
- 'The OLOF Way' is embedded as a consistent approach in following the expected behaviours.
- First week of each new term all class teachers are expected to revise behaviour learning from the school matrix with the weekly behaviour focus throughout the year communicated to all staff through the weekly Staff News- 'What's On'.
- Whole school assembly has the Principal or APRE focus on one behaviour expectation, reminding and coaching students of focus behaviour for the week.
- Assemblies led by Year 6 leaders or other class presentations role play expected behaviours.
- Pilot of the Week awards are awarded to students that demonstrate the expected behaviours.
- New student and family orientation when needed.
- Student leaders support younger peers in the playground as 'problemsolvers', assisting to overcome minor playground challenges.
- Staff and students modelling expected behaviours.
- Visual posters/ photos are placed strategically around the school to remind students of expectations in playground/ classrooms.
- Behaviour Reflection sheets as part of 'The OLOF Way' closely align with the SOAR chart and PB4L.

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

#### 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

Pilot of the Week	Each class teacher allocates a Pilot of the Week (merit certificate), presented at assembly. This is awarded for demonstrating behaviours and attitudes that align with whole school Tier 1, universal expectations.
Flying High Awards	Awarded to students who show expected Tier 1 behaviours consistently. These are awarded in the ‘farewell circle’ each afternoon when the class teacher and students reflect on the day and discuss the positive behaviours that contributed to effective learning in the classroom. Students receive a Flying High sticker and a raffle ticket which is placed in the Flying High box ready for the assembly draw.
Flying High raffle tickets in a weekly draw	Each Flying High award attracts a raffle ticket. During weekly assembly, each class brings their Flying High box. One student from each class is drawn out with 7 students being awarded each week.
Termly awards for students who gain the highest percentage (90%+) of Flying Highs across the Term	The weekly ‘The OLOF Way’ score card is tallied across the term and the students with the highest percentage (90%+) Flying High awards receive a certificate and win a special prize from the Principal.  Progress tallies are counted at the half term mark with progress above 90%+ being awarded.

#### Tier 2 Targeted Supports:

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

learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, 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:

- Check in- Check out opportunities – (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. It is also used to support student to achieve successful transitions from home to school each morning. This is monitored by the Assistant Principal- RE and the Student Support Team. It usually forms part of a student's Tier 2 Behaviour Support Plan.
- 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, guidance counsellor or the Student Wellbeing Officer 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 to support, sustain and review the Individual Student Behaviour Plan
- Individual Behaviour Support Plan built through key stakeholder consultation and support
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene), especially when the student reaches Step 4 of 'The OLOF Way'
- Guidance Counsellor support services once permission is obtained from the student's legal guardian
- 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 A.

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

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:

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher – student conversation 'Work it out' reflection plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

To support our response to unproductive behaviours, 'The OLOF Way' is an evidence-based, de-escalation tool that aims to set reminders of expected behaviours, redirect to learning and re-teach behaviours.

#### 5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions

endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 6 and include:

- **Detention process**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, during 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System). Detention at Our Lady of Fatima Primary School can take the following forms:

- Time out of the classroom in the office to give student time with member of the leadership team to re-teach the behaviour expectation
- Time out of play – sitting on the 'wall of reflection' near the office – for students to reflect on their behaviour choices
- Time out of play completing community service for students to 'give back' to the school community

- **Suspension process**

At Our Lady of Fatima, suspension may be considered in the following circumstances:

- persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- breach of the school Student Behaviour Support Plan
- students who seriously break school rules

At OLOF, the purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours Our Lady of Fatima's School Student Behaviour Support Plan
- allow time to negotiate some goals that the student will work towards, with support, on their return to school
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school. Legal guardians are expected to attend the reentry meeting as stated on the Suspension Letter

The principal may decide that suspension is warranted after they have:

- ensured that other appropriate and available student support strategies and response options have been applied and documented
- ensured that appropriate support personnel, both within the school and externally, are involved

- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension
- recorded all action taken in the Engage Student Support System Suspension Register.

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. In the event of suspension at Our Lady of Fatima, a suspension record will be completed in the Engage Student Support System Suspension Register for each student suspended.

- Where it is a suspension of less than one (1) day, a note will be made in the Engage Student Support System
- Where it is a suspension of between three (3) to 10 days principal or person acting as Principal will consult with Senior Leader- School Progress and Performance
- for a suspension of over 10 days, Principal or person acting as Principal will be referred to the Head of School Progress and Performance through the Senior Leader - School Progress and Performance

The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

- **Exclusion** –

Exclusion signals 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.

The purpose of exclusion is to:

- remove the student from an 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 Our Lady of Fatima Primary School would be considered as a last alternative and following attempts to implement the processes and responses outlined in this document in responding to unproductive behaviours. A decision to exclude from Our Lady of Fatima Primary School would only be made by the Learning Services Executive on recommendation from the Principal, through the Senior Leader - School Progress and Performance, and the Head of School Progress and Performance, in accordance with BCE policy (see below).

The Principal would:

- consult with the Senior Leader - School Progress and Performance
- brief the Parish Priest as needed
- place the student on suspension for a maximum period of ten (10) school days pending the outcome of the decision-making process.
- 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
- provide the family 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 will be aware to 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 • request a meeting with the student's family member to outline the process and the reasons for the recommendation

- 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
- consider any response from the student and their family before formulating a recommendation to exclude to the Learning Services Executive
- forward the recommendation to the Head of School Progress and Performance via the Senior Leader - School Progress and Performance, detailing the reasons, the action taken to moderate the students' behaviour (where appropriate), a copy of all required documentation and any response from the student and/or family. Suspension, as part of an application for exclusion, must be recorded into the Engage Student Support System.

## Appeals Process

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

Outcome of Appeal	<p>The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:</p> <p>(a) make the review decision within 5 business days after the application is made; and</p> <p>(b) as soon as practicable after the decision is made give the person written notice of the decision.</p>
Exclusion	<p>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.</p>

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

Student, parent/legal guardian, and/or others share information  
**OR**  
Staff observe behaviour/pattern of behaviour

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

**1) Listen & Collect**

- **Listen** carefully and non-judgementally, document the facts (gather specific examples/times/locations).
- **Identify** if there are safety risks and report these to school leadership immediately.
- **Let** the reporter know concerns will be addressed, **offering support** as needed.
- **Collect** information from student/s, staff and bystanders involved.

**2) Determine & Record**

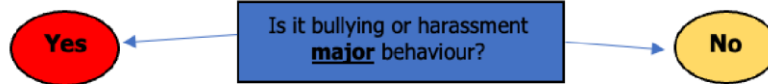
1. **Determine** if the behaviour incident is either minor (e.g. teasing) or major (e.g. bullying or harassment) as outlined in the school/college SBS Plan definitions.

Does the behaviour meet **ALL** major bullying or harassment behaviour criteria?



- Misuse of power
- Ongoing and repeated (or has the potential to be repeated), and
- Intends to cause harm

- **Record** the incident on **Engage** in a responsive timely manner (student details, incident details, behaviour, responses, upload any documents and add a tracker if not already done).



**3. Leadership**

- **Create** a bullying or harassment record on the Engage register (within **24 hours** of the reported incident).
- Leadership/team **review** the incident, determine targeted supports and consequences for student(s).
- Leadership/team **contact** parent/legal guardian to inform them of the incident.

- If the incident does not meet the criteria for bullying or harassment, it can be recorded as a **minor** or **major** (e.g. physical aggression) behaviour.
- **Support** student/s as needed.

**4. Respond, Plan & Follow-Up**

Leadership/team formulates a short/long term **support plan** for all students involved.

- **Monitor and support** student/s involved (follow up with the students/parents/legal guardians over the next several weeks and months).
- **Continue** to upload documentation on the Engage register.

Source: [Bullying. No Way!](#)

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

At Our Lady of Fatima Primary School, we believe it is important to establish and maintain a positive school culture as one of the best ways to limit and reduce incidents of bullying. To do this, we:

- Make safety and wellbeing clear priorities, communicated regularly across our community.
- Foster a positive, caring, respectful, and supportive school culture, including positive relationships between students and staff.
- Promote cooperation, inclusion and a genuine sense of belonging throughout our school environment.

## **Definition**

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

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

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

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

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

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

### **1. Understanding Bullying and Harassment**

Using the BullyingNoWay professional learning resources, our staff undertake professional learning about appropriate terminology use and how to identify and respond to signs of bullying and types of bullying. We keep up to date regarding research about bullying and harassment. We ensure all staff understand their duty of care and receive sufficient training to confidently prevent and respond to bullying.

We encourage staff to actively respond and promote student wellbeing and welfare.

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

At Our Lady of Fatima Primary School, we use the approved Australian Curriculum, including the personal and social capabilities and the BCE Religious Education Curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Our teachers use the BullyingNoWay and e-Safety Commissioner resources that align and embed in the Australian Curriculum.

## **3. Implementing Specific Anti-Bullying Measures**

- Develop and maintain specific anti-bullying strategies, such as safe and friendly student committees and student leadership structures.
- Apply evidence-based, whole-school behaviour management systems consistently in classrooms (consistent with PB4L and Multi-tiered Systems of Support)
- Adopt a no-tolerance approach to bullying and aggression.

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

Our school follows the Responding to Bullying flow chart above.

As part of this process, we commit to:

- **Listening** carefully and calmly, and documenting what the student tells us. We 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, document and evaluate** information.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. We always maintain confidentiality and privacy and share information in a way that respect and upholds this approach.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it is recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment on determined 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, we work towards a positive outcome and relationships are restored. We adopt a Positive Behaviours for Learning Approach and seek to

re-teach expected behaviours and restore positive relationships. Formal sanctions could be part of this response as deemed appropriate.

- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

## 5. Preventing Bullying and Harassment

- 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. This will link to certain national and international days and campaigns but also when there is an increase in observed or reported bullying.
- 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. Resources like Bullying – No Way support this learning.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. The first response is to listen and respond. Accurate documentation helps build a recognisable pattern of behaviour. Incidents are recorded accurately and in a timely manner in the Engage Student Support System.
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. This is done through new staff induction and relief staff being given access to staff documents, policies and procedures.
- 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 done through the newsletter; the use of BCE Connect and invitations to parent to attend special assemblies and awareness activities.
- Explicit promotion of social and emotional competencies among students. Social Skills Programs and explicit and embedded use of the Personal and Social Capabilities.
- The use of Personal and Social Capabilities to support Student Behaviour Plans and track the impact of interventions.
- Address bullying beyond the school grounds by responding to incidents of bullying that occur outside school (e.g., cyberbullying) if they impact students at school by involving families as needed and following school policy.
- Work with families by collaborating with families to teach social and emotional skills and promote healthy relationships.

- Encourage significant parental involvement and good communication between children and their families and share strategies and communicate school approaches to tackling bullying with families.

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

Your child's class teacher – via 07 3275 1152

Mrs Cheesman – Principal – via 07 3275 1152

Mrs Roberts – Assistant Principal – Religious Education – via 07 3275 1152

### **Cyberbullying**

Cyberbullying is treated at Our Lady of Fatima Primary School with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying.

In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

At Our Lady of Fatima Primary School, we address incidents of cyberbullying by:

### **Adopting a whole-school approach**

The whole-school approach, involving staff, students, parents, and the wider community means teaching, modelling, and promoting positive values and behaviours, and ensuring everyone is engaged in online safety education. Our approach aligns with our policies and procedures that address bullying and technology misuse. The approach also forms part of broader wellbeing and positive and respectful relationships education.

### **Creating Safe Online Environments in Schools**

At Our Lady of Fatima Primary School, we work to provide regular, developmentally appropriate online safety learning. We discuss cyberbullying, exploitation, abuse and respectful online behaviours across the community as appropriate in the Australian Curriculum. We seek to ensure easy, transparent and confidential incident reporting using the Engage Student Support System. We respond to online harms with empathy, support and clear processes and work to identify risks early.

## Resources

The [Be You Programs Directory](#) and [STEPS](#) – are decision-making tools to help schools select appropriate and evidence-based anti-bullying programs.

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

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

Other resources include:

- [BullyingNoWay](#) – An Australian Government website supporting Australian families and schools with evidence-informed resources for bullying prevention.
- [Office of the eSafety Commissioner](#) - An Australian Government website helping those experiencing online bullying or abuse to access appropriate resources, take action, report and make changes that promote safer online behaviours.

## 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.

Our Lady of Fatima Primary School uses behavioural data together and other data sources, including surveys, to make data informed decisions about student supports. These decisions are made in consultation with appropriate stakeholders. Examples include: team meetings – universal Tier 1 team (consisting of teachers and leadership) meet weekly to analyse universal school data and report and feedback to staff and students. The targeted and personalised team (including School Leadership, the Support Teacher – Inclusive Education, the Guidance Counsellor & The Student Wellbeing Officer) meet weekly during Student Support Team meetings to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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## Relevant Brisbane Catholic Education Policies

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

- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

### Appendix A - Behaviour Definitions Minor Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in nonserious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	Disrespect/noncompliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	Technology Violation - Minor	Student engages in nonserious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	

<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
<b>2</b>	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
<b>3</b>	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a	Bullying may include: Physical: hitting, kicking . any form of violence; Verbal: name calling, sarcasm, spreading t rumours, persisten teasing, intimidation; Emotional: excluding tormenting, ridiculing,

	<p>single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>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</p>
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	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	Defiance/noncompliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
<b>6</b>	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson

<b>8</b>	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
<b>12</b>	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
<b>13</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment

<b>14</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>15</b>	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
<b>16</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>17</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>18</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images

<b>19</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time
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/Approver: Principal

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