STUDENT BEHAVIOUR SUPPORT PLAN
COMMUNITY GUIDELINES

Implementation 2014
Review 2018
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1. Introduction

Our community of Brisbane Catholic Education (BCE) schools values an inclusive approach to student support. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

The *Brisbane Catholic Education (BCE) Student Behaviour Support Policy - Rationale & Guidelines, Procedures & Regulations* provide a clear indication of the requirements of schools and practical information to School Communities on the implementation of the policy. These are based on current effective practices in our schools and communities and an approach to Student Behaviour Support that has its basis in current research. Where appropriate the *Student Behaviour Support Guidelines, Regulations and Procedures* may also be made available to parents.

Content for the *BCE Student Behaviour Support Policy - Rationale & Guidelines, Procedures & Regulations* has been informed by an extensive consultation process involving a wide range of representatives from across Brisbane Catholic Education schools including practitioners, parents and students. Forums and web-based surveys were offered to enable participants to discuss their views and opinions on school discipline and how it might be better managed for the benefit of all members of the school community.

Research evidence and anecdotal school-based experiences suggest a wide range of causes of inappropriate behaviour and suggested strategies for improving it. The complex nature of inappropriate behaviour implies that there is no single overall solution, which can solve all problems.

Acknowledging this, the *BCE Student Behaviour Support Policy - Rationale & Guidelines, Procedures & Regulations* focuses on enhancing a positive school ethos to support the promotion of effective learning and development of appropriate student behaviour by establishing:

- Clearly stated expectations of what constitutes appropriate behaviour,
- Effective behaviour support strategies,
- Processes which recognise, teach, reward and celebrate positive behaviour,
- Processes, rules and sanctions to deal with inappropriate behaviour.

We recognise the difficulties and challenges faced by teachers and related professionals in the field of education. We consider that progress is most likely to be made if our schools, as learning communities, are supported in establishing local solutions to local circumstances. It is clear that ‘solutions’ to inappropriate behaviour cannot be grafted from elsewhere onto a school’s own context and culture. Staff, students, parents/caregivers and others must be involved in key decision-making and have a stake in the processes and procedures adopted. The *BCE Student Behaviour Support Policy - Rationale & Guidelines, Procedures & Regulations* feature key issues and principles, which school communities consider when developing their own Student Behaviour Support Plans.
2. School Vision Statement

Our Lady of Dolours Catholic Primary School Mitchelton is an educational community teaching, learning, thinking and acting with Compassion, Justice and Wisdom of Christ so we can fully live, love and learn in communion with our ever-changing world.

3. Rationale/Vision

“We believe that we are called to: Teach Challenge Transform – we educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised”. (Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2004)

Our Lady of Dolours School is committed to the development of the whole person which:

- Provides loving, caring and secure environments,
- Recognises the individuality and dignity of each student,
- Fosters life-giving relationships within the school community.

This Student Behaviour Support Plan is designed to facilitate the above commitment so that high standards of behaviour leading to effective learning and teaching can be achieved. Students can then participate positively within our school community.

4. Context and Profile of Our Lady of Dolours School

Our Lady of Dolours School is a family oriented Catholic school administered through Catholic Education, Archdiocese of Brisbane. It is a coeducational school offering primary school education with a total enrolment of close to 200 students. Our dedicated staff includes: 16 teaching staff (including specialist teachers, support teachers and the Principal), 10 school officers and a part time Guidance Counsellor.

Located approximately 8km from the centre of Brisbane, our students predominantly come from relatively high socio economic backgrounds. We are in close proximity to the Enoggera Army Barracks and therefore, we have high number of students from Defence Force families. Enrolment can fluctuate as a result. We have a high proportion of students with verified disabilities and there is a high number of student learning needs outside verified needs. Our school has a responsive learning support team that focuses its energy on early intervention through the development and implementation of programs that build student learning.

This Behaviour Support Plan is a whole school approach to supporting student’s behaviour in a Catholic School Environment involving all groups in the school community. The Behaviour Support Plan is consistent with Our Lady of Dolours Primary School Renewal plan and reflects the shared values and expectations, which guide the schools approach to supporting positive student behaviour and maintaining the support of the Catholic School environment. Staff approach behaviour support in a professional manner and the school ensures appropriate training is provided for staff to meet the emerging needs of the students.
5. Consultation and Data Review

Our Lady of Dolours developed this plan in consultation with our school community. Consultation occurred through staff meetings and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, current student enrolment and attendance also informed the plan. The Plan was endorsed by the Principal, the school board, and the Area Supervisor, and will be reviewed at least every 5 years.

6. Beliefs about Behaviour and Learning

It is our belief at Our Lady of Dolours Catholic Primary School that every child is an individual with unique potential, abilities, talents and needs. Our teachers and staff are continually monitoring student behaviour in real life context through wisdom, compassion and justice.

- We believe that all students can think, learn, inquire and create
- We believe that all students can act so they can make a difference in the world
- We believe that all students can get along with and care for others

Our beliefs and values about behaviour are underpinned by the core principle that all human behaviour is purposeful. Human behaviour are motivated by need. These needs include:

- Belongingness and love
- Safety and security
- Self-esteem
- Success

These needs impact on the way we act and behave and therefore they are entrenched in what we want our community to represent.

7. Whole School Expectations - Code of Student Conduct

At the commencement of the school year all families are required to sign a student code of conduct that outlines the expectations and behaviour of all students. All members of the community who act in the role of volunteers are also required to undergo training in risk management and sign a code of conduct form.

Behaviour Expectations

This Student Behaviour Support Plan at Our Lady of Dolours Primary School has as its platform “The Three R’s” (Right time, Right place, Right action). We use “The Three R’s” to embed the following expectations as part of our overall mission to live, love and learn in Christ:

- Act Responsibly
- Be Respectful
- Strive to Achieve

We meet the expectations in context at the beginning of the school year and throughout the year, both in the classroom and at a whole school level. It is the community’s role & responsibility to educate the student on the following behaviour model informing appropriate behaviour actions.
<table>
<thead>
<tr>
<th>Class Time</th>
<th>Lunch Time</th>
<th>Eating Time</th>
<th>Toilet</th>
<th>Church</th>
<th>Before/after school</th>
</tr>
</thead>
</table>
| **Act Responsibly** | • Be organised  
• Use furniture and equipment for their intended purpose  
• Walk  
• Keep your hands and feet to yourself  
• Follow adult directions  
• Reduce, re-use, recycle  
• Transition quietly between learning areas | • Be safe  
• Use equipment appropriately  
• Wear your hat  
• Listen to the adult on duty  
• Keep your hands, feet and object to yourself  
• Walk in walk zones | • Speak appropriately  
• Walk  
• Put all rubbish in correct bin  
• Put lunch boxes away  
• Name your lunch box, containers and drink bottle  
• Be seated to eat  
• Line up quietly  
• Eat your own food  
• Remain in your designated area | • In, do, out  
• Wash hands  
• Open and close doors carefully  
• Use toilets during break times  
• Use toilet equipment appropriately  
• Turn off taps | • Use manners and show reverence | • Act safely  
• Care for siblings and others  
• Wait for supervision  
• Right time, right place, right person  
• Leave port racks clean and tidy  
• Wear your hat  
• Be alert and prepared  
• Walk bikes, scooters and skateboards in school grounds  
• Stay in designated spaces |
| **Be Respectful** | • Praise, encourage, share  
• Keep your area/desk tidy  
• Speak appropriately  
• Listen attentively  
• Put your hand up to speak | • Remain out of garden areas  
• Speak politely  
• Be courteous  
• Agree to the rules of the game  
• Accept if you don’t win  
• Be inclusive  
• Act and move when the bell rings  
• Respect the boundary of others’ games | • Listen and respond to the adult on duty  
• Be courteous  
• Chew with your mouth closed  
• Use your manners while eating | • Ask permission to leave classroom  
• Keep toilets clean and tidy | • Show reverence  
• Sit and stand quietly and still  
• Respect other’s right to listen and speak  
• Care for furniture  
• Listen to speakers  
• Use furniture correctly | • Follow instructions while waiting  
• Use manners and speak politely  
• Greet and welcome staff, visitors and each other |
<table>
<thead>
<tr>
<th>Strive to Achieve</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| • Always try your best  
• Ask for assistance  
• Be a risk-taker  
• Demonstrate on task behaviours  
• Complete set tasks on time  
• Use time appropriately | • Try your best  
• Demonstrate resilience  
• Try new things | • Learn hygiene practices | • Learn responses - prayers and songs  
• Know your pick-up arrangements  
• Be punctual |
8. Rights, Roles and Responsibilities of School Community Members

To build a supportive school environment it is necessary to have a clear understanding of the rights and expectations for all. The rights and expectations are set out in the table below.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students have the right to:</strong></td>
<td><strong>Students are expected to:</strong></td>
</tr>
<tr>
<td>• Learn</td>
<td>• Act Responsibly - Take responsibility for their actions &amp; learning behaviour</td>
</tr>
<tr>
<td>• Be treated with respect &amp; courtesy</td>
<td>• Strive to Achieve - Participate in all learning activities</td>
</tr>
<tr>
<td>• Work and play in a safe and healthy environment without interference from others.</td>
<td>• Be Respectful – Treat others and their property well</td>
</tr>
<tr>
<td>• Be provided with good teaching within an appropriate curriculum.</td>
<td></td>
</tr>
<tr>
<td>• Feel safe and be protected from ridicule, harassment and harm.</td>
<td></td>
</tr>
<tr>
<td>• Be treated with care, courtesy, respect and fairness.</td>
<td></td>
</tr>
<tr>
<td>• Be given guidance, help and support when required.</td>
<td></td>
</tr>
<tr>
<td><strong>The Professional Community have the right to:</strong></td>
<td><strong>The Professionals Community are expected to:</strong></td>
</tr>
<tr>
<td>• To be treated with respect &amp; courtesy</td>
<td>• Support processes and procedures of the school</td>
</tr>
<tr>
<td>• Work in a safe and supportive environment</td>
<td>• Support the individuality of students as learners</td>
</tr>
<tr>
<td>• Teach</td>
<td>• Respect students as individuals</td>
</tr>
<tr>
<td>• Professional Development</td>
<td>• Participate in professional development</td>
</tr>
<tr>
<td></td>
<td>• Respect and value the contributions of parents within the community.</td>
</tr>
<tr>
<td><strong>Parents have the right to:</strong></td>
<td><strong>Parents are expected to:</strong></td>
</tr>
<tr>
<td>• Expect the school to provide a quality education that aims to meet their child’s needs.</td>
<td>• Support their children as learners</td>
</tr>
<tr>
<td>• Be treated with respect and courtesy</td>
<td>• To treat staff with respect and courtesy</td>
</tr>
<tr>
<td>• Expect that due care and attention is provided for their child while at school</td>
<td>• Follow school procedures (parent contact processes)</td>
</tr>
<tr>
<td></td>
<td>• Take responsibility for their actions &amp; behaviour</td>
</tr>
<tr>
<td></td>
<td>• Disclose any information that may impact on their child’s learning.</td>
</tr>
</tbody>
</table>

A full list of the Parents Rights and Responsibilities is located in our Family Handbook on our school website.

9. Universal Behaviour Support (Proactive & Preventative Strategies) For All
At Our Lady of Dolours School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur. Programs and systems (i.e. curriculum) focus attention on the set of social skills all students are expected to display. At this level attention is focussed on school-wide expectations, rules, and procedures, as well as the lesson plans used to teach them. The provision of whole of school or cohort programs establishes common student knowledge of behavioural expectations and processes through general programs of social skills and self-understanding for the purpose of learning. Students engage in reflective learning exercises that encourage and promote positive social interaction that is modelled by their teachers, the staff of the school and their peers.

a. Establishing Behaviour Expectations

There are several ways in which staff establishes the behaviour expectations of our students, including the following

- Explicit teaching of school expectations and subsequent rules for each
  - Teach and Model appropriate behaviours for specific areas of the school
  - Use careful explanation of school and classroom rules – what it looks like, sounds like, feels like
  - Displaying photos to enable reinforcement of positive behaviours
  - Displaying the school and classroom expectations clearly

- Consistent follow-up of school expectations and rules
  - Reinforce positive behaviours publicly and privately
  - Applying appropriate consequences for not meeting behaviour expectations
  - Explain why a behaviour is expected or a consequence is necessary
  - Empowering students to take responsibility for their actions

Our Lady of Dolours School continues to exercise flexibility to allow for unforeseen circumstances or children with needs. We believe in maintaining effective communication and sharing a common language about behaviour in our school community and the importance of establishing transparency in transitioning students to new year levels and teachers at the end of a school year.

b. Positive School Culture

Staff use a wide range of acknowledgement strategies with students, reviewed regularly, to support and enrich our positive school culture, including

- Praise and encouragement (verbal/non verbal/written)
- Reward system (individual/group goal setting)
- Phone calls, emails or communication to parents
- Public Display of Work (Celebrations of Learning)
- Sharing work with others (Principal, APRE, parents etc)
- Recognition in the Our Lady of Dolours Newsletter
- Kid in the Crest Awards
Community Participants who support proactive and preventative behaviour support

- School Administration
- Support Staff
- Teachers
- Ancillary Staff
- Parents
- Students

### 10. Targeted Behaviour Support (For Some)

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents and staff will stake place before, during and after additional supports are implemented. Some of these interventions may include the following:

- Social Skills programs
- Restorative Practices
- Curriculum Adjustments
- Targeted small group meetings
- Specialist Staff involvement
- Social Stories
- Reflection Sheets
- Debriefing sessions
- Individualised Behaviour Interventions
- Tracking and Monitoring

Community Participants who support targeted behaviour support:

- Student
- Classroom Teacher
- STIE
- Administration
- In consultation with:
  - Parents
  - Guidance counsellors

### 11. Individualised Behaviour Support (For a Few)

Programs and systems focus on meeting individual needs; and the characteristics of individual students and specific circumstances related to them (e.g. differences in the severity of behaviour, complexity of environment) dictate a flexible, focused, personalised approach. While the vast majority of students respond to minimal external intervention, a student’s behaviour may require strategies that involve a range of personnel and expertise to support their classroom teacher in achieving success with interventions (BCE, 2013). Individual supports that require specialised services and alternative pathways of care may include:

- Individual Education Plans
• Individualised Behaviour Interventions & Support Plans
• Parent Interviews
• Functional Behaviour Assessment
• Target environment, teacher and student
• Support from specialist staff (Support Teacher, Guidance Counsellor
• Tracking and Monitoring
• Alternative Programs
• Wrap around with outside agencies and support from BCE can be used to support students with high behavioural needs

Community Participants who support individualised behaviour support:
  ▪ Student
  ▪ Class Teacher
  ▪ Administration
  ▪ Case management-allocation of specific roles
  ▪ BCE External Staff
  ▪ Outside Agencies

12. Consequences for Inappropriate Behaviour

<table>
<thead>
<tr>
<th>Behaviour May Include</th>
<th>Possible Consequences</th>
<th>Managed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor incidents of inappropriate behaviour:</td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>• Stealing</td>
<td>• Reminder of expectations</td>
<td></td>
</tr>
<tr>
<td>• Lying</td>
<td>• Send students to buddy class</td>
<td></td>
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<tr>
<td>• Ignoring instructions and directions</td>
<td>• Verbal negotiations</td>
<td></td>
</tr>
<tr>
<td>(Defiant Behaviour)</td>
<td>• Withdrawal from playground or class activities</td>
<td></td>
</tr>
<tr>
<td>• Littering</td>
<td>• Reminder of class covenant</td>
<td></td>
</tr>
<tr>
<td>• Excluding others</td>
<td>• Class meetings</td>
<td></td>
</tr>
<tr>
<td>• Not knocking to enter a room</td>
<td>• Social stories</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate use of language and</td>
<td>• Consultation and reflection with the teacher (debriefing)</td>
<td></td>
</tr>
<tr>
<td>gestures</td>
<td>• Tracking and monitoring</td>
<td></td>
</tr>
<tr>
<td>• Disruption of teaching and learning</td>
<td>• Targeted small group meetings</td>
<td></td>
</tr>
<tr>
<td>• Un-prepared for class</td>
<td>• Contact with parents</td>
<td></td>
</tr>
<tr>
<td>• Sharing money and food</td>
<td></td>
<td></td>
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<tr>
<td>• Throwing out food</td>
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<td></td>
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<tr>
<td>• Playing in inappropriate areas (out of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bounds)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teasing</td>
<td></td>
<td></td>
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<tr>
<td>• Not responding to bells</td>
<td></td>
<td></td>
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<tr>
<td>• Disrespect for class resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate Behaviours at this level may include:</td>
<td>A monitoring program developed and implemented between teacher, student and parent</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Continued minor behaviour from above</td>
<td>• Referral through Student Committee for assessment and support from specialist staff</td>
<td></td>
</tr>
<tr>
<td>• Deliberate kicking, hitting, punching, biting</td>
<td>• Individual Behaviour Support Plan</td>
<td></td>
</tr>
<tr>
<td>• Uniform non-compliance</td>
<td>• Parent Contact</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate use of IT – internet, mobile phone and other electronic devices</td>
<td>• Non-attendance at extra-curricular activities.</td>
<td></td>
</tr>
<tr>
<td>• Strong verbal abuse towards students and staff</td>
<td>• Restitution</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate touching</td>
<td>• Restorative Justice meeting</td>
<td></td>
</tr>
<tr>
<td>• Consistently arriving late for school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inappropriate hygiene practises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Not returning home readers and library books</td>
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<td></td>
</tr>
</tbody>
</table>

| Teacher and Parent |

<table>
<thead>
<tr>
<th>Inappropriate Behaviours at this level may include:</th>
<th>Development of a Individual Behaviour Support Plan that includes relevant interventions (eg social skills program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continued behaviours from above</td>
<td>• Referral to outside agency for specialised support</td>
</tr>
<tr>
<td>• Threatening others</td>
<td>• Police Notification</td>
</tr>
<tr>
<td>• Vandalism</td>
<td>• Parent interviews</td>
</tr>
<tr>
<td>• Inappropriate use of toilet behaviour</td>
<td>• Functional behaviour assessment</td>
</tr>
<tr>
<td>• Deliberate and reoccurring kicking, hitting, punching, biting with intent to hurt</td>
<td>• Targeted environment, teacher and student</td>
</tr>
<tr>
<td>• Destruction of property</td>
<td>• Tracking and monitoring</td>
</tr>
<tr>
<td>• Deliberate and open defiance</td>
<td>• Suspension</td>
</tr>
<tr>
<td>• Bullying</td>
<td></td>
</tr>
<tr>
<td>• Leaving school grounds without permission</td>
<td></td>
</tr>
<tr>
<td>• Extreme or continued inappropriate use of IT through offensive material or intimidation and /or harassment of others</td>
<td></td>
</tr>
<tr>
<td>• Theft</td>
<td></td>
</tr>
<tr>
<td>• Harassment or misconduct</td>
<td></td>
</tr>
</tbody>
</table>

| Teacher, parent and Principal or other support Staff |

<table>
<thead>
<tr>
<th>Inappropriate Behaviours at this level include:</th>
<th>Parent Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extreme or continued behaviours from above</td>
<td>Implementation of Individual Behaviour Support Plan</td>
</tr>
<tr>
<td>• Possession and use of a weapon</td>
<td>Non –attendance at school related activities and camps.</td>
</tr>
<tr>
<td>• Physical and Verbal aggressive behaviours</td>
<td>Police Notification</td>
</tr>
</tbody>
</table>

| Teacher, parent and Principal or other support Staff |

| Teacher, parent and Principal or other support Staff |

Please note that under no circumstances is corporal punishment condoned at Our Lady of Dolours School. It is strictly prohibited.
13. Process for Appeals

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers, or students living independently, may appeal a suspension longer than three days to the Area Supervisor. Parents or students living independently may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals’ process. Alternative options to respond will be considered. Refer to the online materials in the Supporting Documentation for School Leaders.

Appeals are made to:

- The Principal of the school about a decision to suspend a student for less than three days:
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school.
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic education School (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001)

14. Bullying and Cyber Bullying

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996).

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment, them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At Our Lady of Dolours School, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
Investigating Potential Bullying
When an investigation about bullying is required, the following procedures will be followed:

1. Our Lady of Dolours School adopts a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school’s anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

2. If bullying is identified, leadership team members may choose to use the following methods with the children involved:
   - Method of shared concern
   - Mediation
   - Individual counselling

   Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

3. Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and/or Learning Support may be involved in formulating this action plan.

Support for the target and perpetrator
We support the target in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;
- Informing the child’s parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying;
- Informing the child’s parents;
- Continuing to monitor the child’s behaviour and offering appropriate support; and
- Enforcing appropriate consequences that are directly linked to the child’s bullying behaviour.

15. Data Collection

At Our Lady of Dolours, the collection of data is used to support our decision-making processes and practices in relation to supporting and restoring positive student behaviours.
Data achieved through the Student Behaviour Support Database is monitored by Administration (Principal and APRE). Decisions around student behavior are informed by the trends and patterns in types of behavior exemplified in the data.

16. Links to School and BCE Related Policies

BCE Student Behaviour Support Policy

Student Behaviour Support Guidelines, Regulations and Procedures

Individual Student Behaviour Support Plan

Management of Weapons in Schools

Parents Rights, Roles and Responsibilities

Lockdown and School Emergency Evacuation

If you experience a problem activating these links, go to:
Our Lady of Dolours School Website > About Us > School Policies
http://www.ourladyofdolours.qld.edu.au/school_policies.htm