



Our Lady of Dolours, Mitchelton School Student Behaviour Support Plan

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

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

School Mission and Vision

Our Vision:

As a Marian community with a love of learning, we are connected as one, aspiring to be like Christ, caring for our neighbour and our common home.

Our Mission

With Mary as our model and Jesus as our guide, we live, love, and learn as a positive and welcoming community, embracing our Catholic traditions and inclusivity.

Our Values

Living, Loving and Learning in Christ, we use our head, heart, and hands to be:

- People of Compassion – caring for our neighbour
- People of Justice – being moved to take action
- People of Wisdom – questioning, inquiring, and reflecting

Our Learning Goal

Learning and teaching in Catholic schools empowers all learners in our community to understand, shape and enrich our changing world, by living the Gospel of Jesus Christ. Our students will embrace this goal and promote living, loving, and learning in Christ by being learners who are:

- Confident
- Persistent
- Organised
- Able to get along with others
- Resilient

Mission Statement

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

- is founded on the person of Jesus Christ and enlivened by Gospel values.
- promotes the teachings of Jesus and the living out of the values handed down to us by our Catholic faith.
- provides each individual with an experience of belonging to this community,

leading to the enhancement of self-esteem and the encouragement of generous service.

- develops the full potential of each person and ensures a balance between individual and societal needs.
- provides a challenging curriculum which links faith, life and culture.
- promotes our school as a place of quality learning and excellence.
- promotes an active partnership between home, parish, school and community.

Our School Context

Our Lady of Dolours School is a Catholic Primary (P-6) school committed to providing a high-quality inclusive education. Our school community is part of the Our Lady of Dolours Parish and is administered by Brisbane Catholic Education (BCE).

The student cohort at Our Lady of Dolours reflects the diversity of the population in the north-western corridor of Brisbane and the southwestern Moreton Bay Region. Our school's inclusive culture ensures the progress and achievement of all students. We are proud of our connection with local Defence families working at Gallipoli Barracks.

Consultation and Review Process

The Student Behaviour Support Plan has been created in collaboration with staff, parents, and Brisbane Catholic Education Officers specialising in Well-being and Behaviour Support. A staff consultation team drove the Positive Behaviour for Learning (PB4L) agenda in the school, and feedback was sought at each stage of implementation.

Since 2019, there has been ongoing consultation with BCE's Behaviour Support Team, resulting in the gradual implementation of PB4L and the Engage Data System. A School-Wide Behaviour Matrix has been developed to incorporate the positive behaviours based on the school value of Respect.

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

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs unify us and direct our actions.

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

Our plan emphasises relationships, personal responsibility, and choice. It is proactive and preventative in nature and strives to create a positive learning, personal, and interpersonal culture in the school. It provides opportunities for restoring trust and rebuilding relationships as well as redirection for students to allow for new beginnings.

At Our Lady of Dolours, we believe all members of our community are lifelong learners. There is an inextricable link between learning and behaviour, and we are committed to creating a safe, engaging, and productive environment.

We believe in:

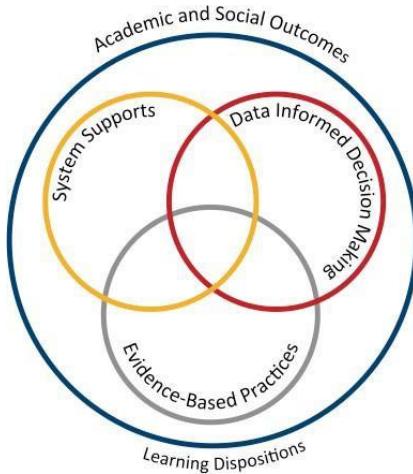
- Consistent positive behaviour strategies and supports (PB4L).
- Community members who value and respect each other and seek to build positive relationships.
- Explicit and consistent teaching and modelling of appropriate social behaviour.
- High expectations.
- Engaging learning sequences developed using the BCE Model of Pedagogy with appropriate differentiation.
- Recognising and responding to individual needs of students.

The Disability Standards for Education (DSE) 2005, which operates under the Disability Discrimination Act 1992 (DDA), ensures that all students with disability can access and participate in education on the same basis as their peers. Our approach aligns with the DSE by providing reasonable adjustments, promoting inclusive practices, and ensuring that students receive equitable access to learning and social opportunities.

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

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.



Theoretical and Conceptual Characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of Support and Key Features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

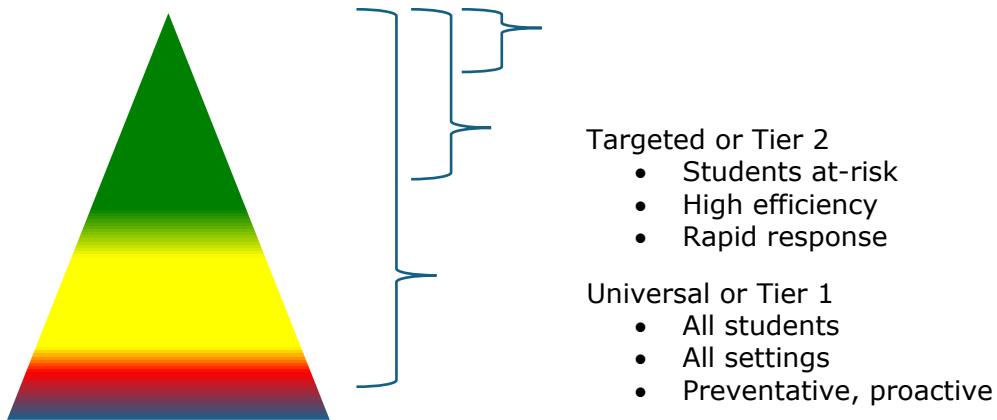
This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at

Diagram 2: CONTINUUM OF STUDENT SUPPORTS

Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

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 staff

At Our Lady of Dolours, we have a structured approach to student behaviour support leadership and professional learning. The school ensures that staff are well-equipped to implement Positive Behaviour for Learning (PB4L) effectively and support students at all levels.

Student Behaviour Support Leadership Structures

The leadership and management of student behaviour support involve a multi-tiered approach, ensuring clarity in roles and responsibilities:

- **PB4L Universal Team**
 - Consists of teachers, school officers, and leadership team members.
 - Oversees Tier 1 interventions and ensures school-wide implementation of behaviour expectations.
 - Meets regularly to review data, assess interventions, and guide decision-making.
 - Facilitates school-wide behaviour lessons and initiatives.
- **Targeted and Individual Support Team**
 - Includes the Guidance Counsellor, Support Teacher: Inclusive Education, Leadership Team, and School Chaplain.
 - Manages Tier 2 and Tier 3 interventions for students requiring additional or personalised support.
 - Conducts case management meetings to monitor progress and adjust support plans.
 - Collaborates with external agencies where necessary.

Roles and Responsibilities of Team Members

Each team member has clearly defined responsibilities to ensure consistency and accountability:

- **PB4L Team Facilitator:** Coordinates meetings, maintains behaviour data, and leads professional learning.
- **Leadership Team:** Provides guidance and ensures alignment with school and BCE policies.
- **Teachers & School Officers:** Implement PB4L strategies, monitor student behaviour, and provide feedback.
- **Guidance Counsellor & Learning Support:** Assist in intervention planning, conduct Functional Behaviour Assessments (FBAs), and provide targeted student support.

Meeting Structures and Professional Learning

- The PB4L Universal Team meets at least twice per term to review student behaviour trends and refine behaviour strategies.
- The Targeted and Individual Support Team meets weekly to monitor student progress and adjust intervention plans.
- Behaviour support updates and strategies are shared during staff meetings and professional development sessions.

Our Lady of Dolours is committed to continuous professional learning to strengthen staff capacity in supporting student behaviour. Training is provided in:

- PB4L best practices and classroom behaviour management
- Trauma-informed practices and de-escalation techniques
- Restorative Practices and conflict resolution
- Understanding and implementing Functional Behaviour Assessments (FBAs)
- Disability Standards for Education (DSE) compliance and inclusive support strategies

Through structured leadership, professional learning, and ongoing collaboration, Our Lady of Dolours ensures a supportive, proactive, and consistent approach to student behaviour management.

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 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.

| STUDENT BEHAVIOUR SUPPORT MATRIX | | | | | | | |
|----------------------------------|--|--|---|---|--|---|---|
| A-B-S | Class Time | Play Time | Eating Time | Toilet | Church and Assembly | Before and After School | YCDI Keys to Success |
| A CT RESPONSIBLY | <ul style="list-style-type: none">• Use equipment responsibly• Keep hands and feet to self• Follow adult directions• Reduce, re-use, recycle | <ul style="list-style-type: none">• Use equipment responsibly• Wear your hat• Follow adult directions• keep hands and feet to self• Walk in walk zones | <ul style="list-style-type: none">• Reduce, reuse recycle• Be seated to eat• Eat your own food | <ul style="list-style-type: none">• In, do, out• Wash hands• Use toilets during break times | <ul style="list-style-type: none">• Use manners and show respect | <ul style="list-style-type: none">• Right time, Right place,• Right action• Wear your hat• Walk bikes, scooters and skateboards in school grounds |  |
| B E RESPECTFUL | <ul style="list-style-type: none">• Praise, encourage, share• Respect everyone's belongings• Use kind words (please and thank you)• Listen actively• Put your hand up to speak | <ul style="list-style-type: none">• Respect the environment• Use kind words• Play fairly• Include others• Respond to bell | <ul style="list-style-type: none">• Listen and respond to the adult on duty• Use your manners while eating• Respect the environment | <ul style="list-style-type: none">• Use toilets appropriately• In, do, out | <ul style="list-style-type: none">• Show reverence• (sit and stand quietly)• Use furniture correctly• Listen actively | <ul style="list-style-type: none">• Follow instructions while waiting• Greet and welcome staff, visitors, and each other• Right time, Right place,• Right action |  |
| S TRIVE TO ACHIEVE | <ul style="list-style-type: none">• Always do your best (take pride)• Seek feedback• Take risks• Be on task• Use time appropriately | <ul style="list-style-type: none">• Demonstrate resilience• Try new things | <ul style="list-style-type: none">• Use time appropriately | <ul style="list-style-type: none">• Follow hygiene practices | <ul style="list-style-type: none">• Participate fully | <ul style="list-style-type: none">• Know your pick-up arrangements• Be on time |    |

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. <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:

- Beginning of school year orientation day

- Time built into the first weeks of schools and increased later in the year.
- Assemblies followed by group practice.
- New student orientation when needed.
- Student leaders support younger peers.

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 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 |
|--|---|
| Weekly Kid on the Crest award | Kicking Goal Awards |

Tier 2 Targeted Supports:

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

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence- based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This

mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

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

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

| De-escalation | Problem-Solving | Restorative Practices |
|--|--|--|
| Supervised calm time in a safe classroom space. Supervised calm time outside the classroom. Setting limits. Individual crisis support and management plans. | Teacher-student conversations. Work-it-out-together plans (teacher and student). Teacher-student-parent meetings. Teacher-student-leadership discussions. | Student apologies. Student contributions to class/school community. Restorative conversations. Restorative conferences. |

5. BCE Formal Sanctions

For ongoing challenging behaviours (where supportive strategies have been ineffective) or serious incidents, formal sanctions endorsed by Brisbane Catholic Education may apply. These sanctions are applicable across all year levels (P-6) and include:

Detention

Detention requires a student to remain at school in a particular location or activity during non-class time, such as recess or lunchtime. This must be age-appropriate and considerate of the student's development and needs. Examples include exclusion from playground activities for a short reflection period. All detentions are recorded in the Engage Student Behaviour Support System.

Suspension

Suspension signals that a student's behaviour is unacceptable and involves a temporary withdrawal of the student's right to attend school or school-related activities, either full-time or part-time. The purpose is to engage parents/caregivers in modifying the student's behaviour in partnership with the school. Immediate suspensions may occur for safety reasons, such as violence, threats, or weapons. The Principal informs students and parents/caregivers of the grounds for suspension, allowing them to respond.

Exclusion

Exclusion is the permanent withdrawal of a student's right to attend a particular school, approved by the Executive Director. The Principal may submit a recommendation for exclusion to BCE's Senior Leader: Progress and Performance, who forwards it to the Executive Director for decision. Exclusion from one school does not prohibit enrolment at another Brisbane Catholic Education school unless explicitly stated.

| 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 the 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 in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion. |

6. Bullying and Cyberbullying: Prevention and Response

Our School Student Behaviour Support Plan outlines proactive practices for preventing, intervening in, and responding to student bullying and harassment, including victimisation of students with disabilities.

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

Definition:

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

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

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

Whole-School Approach to Preventing and Responding to Bullying

At Our Lady of Dolours, we implement Positive Behaviour for Learning (PB4L) and evidence-based anti-bullying strategies to create a respectful and supportive school culture. We utilise the Bullying No Way! resources to educate our school community and prevent bullying behaviour.

1. Understanding Bullying and Harassment

Staff engage in ongoing professional learning on:

- Identifying types of bullying and harassment.
- Recognising the warning signs of bullying.
- Implementing effective intervention strategies.
- Understanding the impact of bullying on student wellbeing and learning.

2. Teaching About Bullying and Harassment

The Australian Curriculum (ACARA) and the BCE Religious Education Curriculum provide the foundation for teaching respectful relationships and social-emotional learning.

- Classroom lessons focus on resilience, conflict resolution, and digital citizenship.
- Whole-school events reinforce anti-bullying messages (e.g. National Day of Action Against Bullying).
- Student leaders support younger students in peer mentoring programs.

3. Responding to Bullying and Harassment

All staff take all reports of bullying seriously and respond immediately and consistently. Our response process includes:

1. Reporting:

- Students, parents, and staff can report bullying through:
 - Verbal or written reports to teachers or leadership staff.
 - Anonymous reporting systems.
 - The BCE Engage Student Support System.

2. Investigation:

- Staff listen to students and **gather all relevant information**.
- Witness statements and evidence (if applicable) are collected.
- Parental communication is initiated to ensure transparency.

3. Determination:

- If an incident meets the bullying criteria, it is recorded as Major Bullying/Harassment.
- If the incident does not meet the criteria, it may be recorded as Minor Teasing or Conflict.

4. Intervention and Support:

- Restorative Practices are used to repair relationships.
- Formal sanctions may be applied if necessary.
- Personalised support plans are developed for students impacted by bullying.

5. Follow-Up and Monitoring:

- Behavioural data is analysed using Engage Student Support System.
- A review date is set to monitor progress and ensure resolution.

4. Preventing Bullying and Harassment

Our Lady of Dolours fosters a **safe and positive school culture** by:

- Regular student assemblies reinforcing school-wide behaviour expectations.
- Staff professional learning on recognising and preventing bullying.
- New staff induction training on school anti-bullying policies.
- Parent workshops on cyber safety and online behaviour.
- Social and Emotional Learning (SEL) programs promoting kindness and inclusion.

- Evidence-based anti-bullying programs (e.g. Be You, eSafety Commission resources).

Key Contacts for Reporting Bullying

- **Principal – Tricia Howard – 3355 7763**
- **School Counsellor – Glenda Sullivan – 3355 7763**
- **PB4L Team Leader – Leisl O’Brien – 3355 7763**

Cyberbullying Response

Cyberbullying is treated with the same level of seriousness as in-person bullying.

- BCE Principals have authority to take disciplinary action for off-campus cyberbullying if it affects school wellbeing.
- Parents and students can seek external support from:
 - Office of the eSafety Commissioner
 - Queensland Police Service

Resources

- Bullying No Way!
- Office of the eSafety Commissioner
- Australian Cybercrime Online Reporting Network

Section C: Our Student Behaviour Support Data

1. Data-Informed Decision Making

At Our Lady of Dolours, data-informed decision making plays a critical role in supporting student behaviour and wellbeing. We utilise the BCE Engage Student Support System to collect and analyse behavioural data, ensuring that student interventions are evidence-based and targeted effectively.

The Engage system allows the school to:

- Record minor and major behavioural incidents.
- Track patterns and trends in student behaviour.
- Store and analyse Tier 2 Targeted and Tier 3 Personalised supports.
- Evaluate intervention effectiveness for continuous improvement.

It is **mandatory** for all BCE schools to document and report:

- Major incidents of bullying, weapons, and drug-related behaviours.
- Suspension records, which must be completed accurately and promptly.

How Our School Uses Behavioural Data

We integrate behavioural data with **other key data sources** to make informed decisions that support student wellbeing and learning.

Our approach includes:

1. Universal Team Meetings (Weekly):

- **Attendees:** Teachers and school leadership.
- **Purpose:** Analyse whole-school behaviour trends, review universal supports, and provide feedback to staff.

2. Targeted and Personalised Support Meetings (Weekly):

- **Attendees:** STIE, Guidance Counsellor, and Leadership Team.
- **Purpose:**
 - Identify students requiring additional Tier 2 or Tier 3 interventions.
 - Monitor individual student progress and adjust support plans.
 - Prioritise students requiring individualised case management.

3. Proactive Use of Data:

- Behavioural trends are shared with staff to enhance classroom strategies.
- Data guides professional learning to ensure staff are well-equipped to support students.
- Parent communication is strengthened through data-informed discussions on student progress and behaviour.

By embedding data-driven practices, Our Lady of Dolours ensures early identification, timely intervention, and continuous monitoring of student behaviour, leading to a safe, positive, and inclusive school environment.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

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 |

| | Descriptor | Definition | Example |
|----------|---------------------------|---|--|
| 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. |
| 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 | Students leaves class/school without permission or stays out of class/school without permission |

| | Descriptor | Definition | Example |
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| | | the reason given is unsatisfactory | |
| 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. |
| 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, | 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 |

| | Descriptor | Definition | Example |
|-----------|----------------------------|--|---|
| | | compulsive, coercive or degrading | 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 |