

STUDENT BEHAVIOUR SUPPORT Plan

Our Lady of the Way



TABLE OF CONTENTS

Page 3..... School Vision and Mission
Page 4..... Our School Context
Page 5..... Consultation and Review Process
Page 5.... SECTION A: Our Student Behaviour Support (SBS) Systems
Page 8..... SECTION B: Our Student Behaviour Support Practices
Page 21..... SECTION C: Our Student Behaviour Support Data
Page 22..... References

Your **100%**

Be the **BRAVE**, *compassionate* kid,
who *Graciously* **FORGIVES**.

Be the *tender*, **TRUSTING** kid,
whose **FRIENDSHIP** is *strong* and *Generous*.

Be the **wise**, *faithful* kid,
whose *Courage* **NURTURES** **JOY**

Be the Our Lady of the **RIGHT** Way kid.

OLW



SCHOOL VISION AND MISSION

Vision

A faith-filled community cultivating excellence and inspiring compassion.

Mission

We empower learners to:

- Dialogue in faith
- Be curious and engaged
- Demonstrate courage
- Build Connections

Values

Curiosity: We bring open minds and hearts to how we live, learn and grow.

Courage: We strive for excellence and serve others with compassion and integrity.

Connection: We nurture connections with each other, what we do and how we do it.

The infographic is set against a green background with a white wavy line at the bottom. It features three main sections: Vision, Mission, and Values. Each section includes a title in a cursive font, a brief description, and a circular photograph of children. The Vision section is at the top right, the Mission section is in the middle right, and the Values section is at the bottom right. A white cross icon is positioned above the bottom right corner. A red banner at the very bottom contains the school's logo and name.

Vision
A faith-filled community cultivating excellence and inspiring compassion.

Mission
We empower learners to:
• Dialogue in faith
• Be curious and engaged
• Demonstrate courage
• Build connections

Values
Curiosity
We bring open minds and hearts to how we live, learn and grow.
Courage
We strive for excellence and serve others with compassion and integrity.
Connection
We nurture connections with each other, what we do and how we do it.

A Brisbane Catholic Education School

OUR SCHOOL CONTEXT

Our Lady of the Way Catholic Primary School acknowledges the Kabi Kabi people as the first owners of the land on which the school is built.

Officially opened in 1964 Our Lady of the Way is located in Petrie and caters for students from Prep to Year 6. Currently, we have an enrolment of 240 students.

Our school is adept at responding to a changing educational landscape with our teaching staff consisting of teachers with between 1-15 years of experience.

We are a distinctive Catholic community whose unique culture and ethos is evident in our words and actions. We live our school motto 'United in Faith' and demonstrate our commitment to our mission in the way we enact the religious life of the school and our various aspects of community Spirit.

Catholic Identity:

- 57.6% Catholic

Diversity and Inclusion:

- 8% First Nations
- 8.9% EAL/D
- 28% Students with Disability.

Wellbeing:

- 78% Attendance

Teaching and Learning:

- 11 classes Prep to Year 6
- Learning Partnerships Team including Guidance Counsellor, Student Welfare Officer, Student Support Officer, Support Teacher inclusive Education, Support Teacher Student Engagement
- Primary Learning Leader
- School officer support in all classrooms
- Specialist teachers - Music, Dance and Drama, Technology and Physical Education.

CONSULTATION AND REVIEW PROCESS

At Our Lady of the Way, we commit to regular review of our school behaviour support processes. We have an established Positive Behaviour 4 Learning (PB4L) team consisting of a cross-section of staff who meet twice per term to collaboratively review student behavioural data, support documentation and to plan for staff professional development.

We prioritise the explicit teaching of proactive strategies focused on nurturing wellbeing and connection. Behaviour support processes are reviewed annually through the BCE system processes. Staff, student and parent voice is sought as required and used to inform processes.

In 2025 an audit of student behaviour indicated that around 96% of students consistently / usually demonstrate the school rules. This demonstrates that the ongoing development of School Wide Positive Behaviour has had a significant positive effect on student behaviour and learning. In 2025, we engaged a Support Teacher: Student Engagement to support the school and teachers to facilitate engagement and wellbeing of students whilst leading PB4L practices throughout the school.

SECTION A: Our Student Behaviour Support (SBS) 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, unify us and direct our actions. Our Lady of the Way School community believe that

- Teaching children about behavioural choices, using the BCE Learning and Teaching framework and PB4L framework is more appropriate than simply responding to behaviours both positive and negative.
- Our processes ensure safety and access to teaching and learning for all

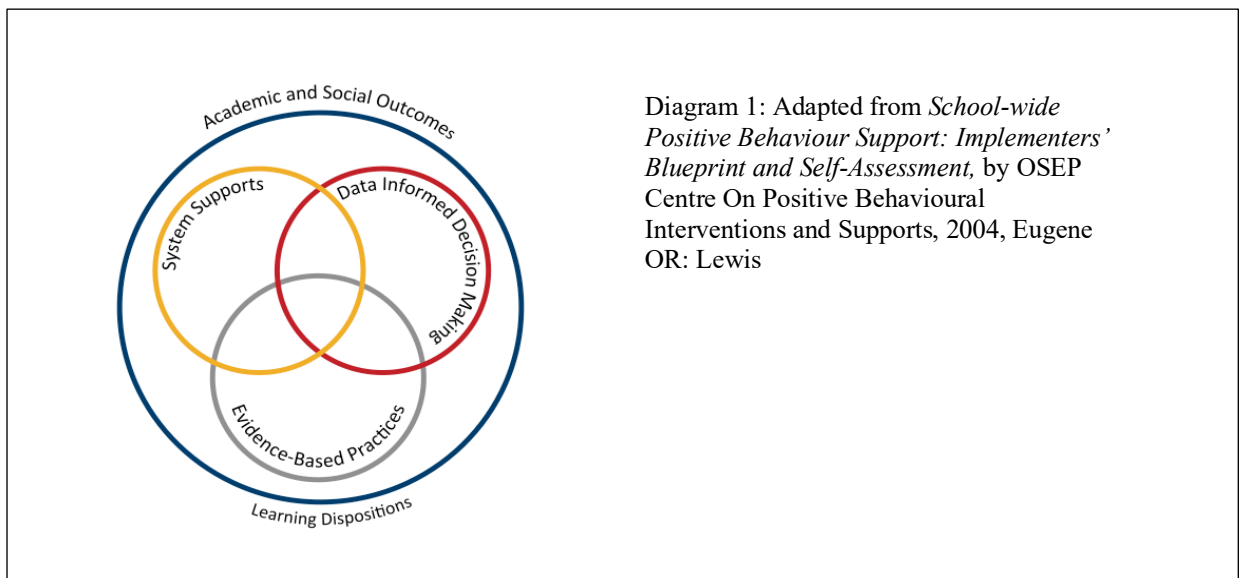
- At times, individualised further education and / or appropriate consequences are required for students engaging in behaviour which is contrary to our school expectations

At Our Lady of the Way, we expect that all members of the school community cultivate curiosity, courage and connection in our approach to behaviour management and education.

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

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools which uses 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 assisting 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 PB4L 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) which, like academic instruction, acknowledge 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:

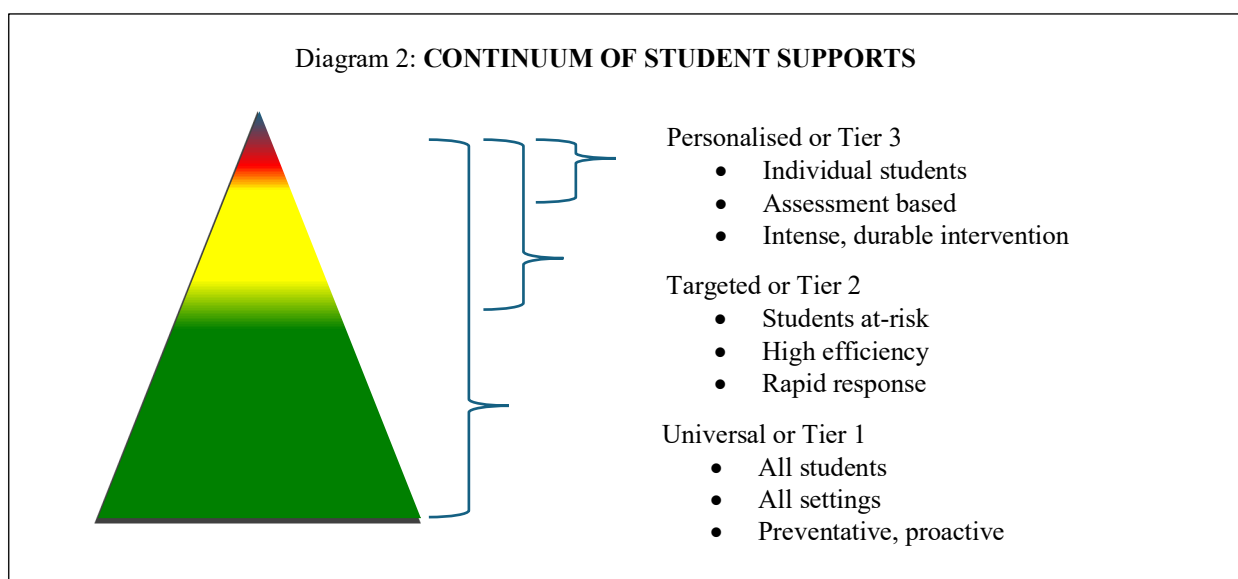
This first level focuses on universal behavioural and academic supports for all students. Here the emphasis is on prevention of unproductive behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown by using this approach 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have fewer 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 unproductive behaviour, even with the universal supports in place. Using data analysis, students are identified early, before unproductive 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 and Professional Learning for School staff

At Our Lady of the Way, the Principal and Assistant Principal Religious Education (APRE) work in collaboration with the Support Teacher: Student Engagement to oversee the implementation, management and review of school behaviour processes. Other key support staff (PLL, GC, STIE, PB4L team and key BCE personnel) support the work of the APRE and ST:SE as well as all taking responsibility to support classroom teachers to embed this work into their daily practice.

All staff have participated in Teir One PB4L training, the '8 Effective Classroom Practices', the establishment of an explicitly taught 'Behaviour Matrix' and the development of a consistent process for 'How to Respond to Unproductive Behaviours'.

SECTION B: Our Student Behaviour Support Practices

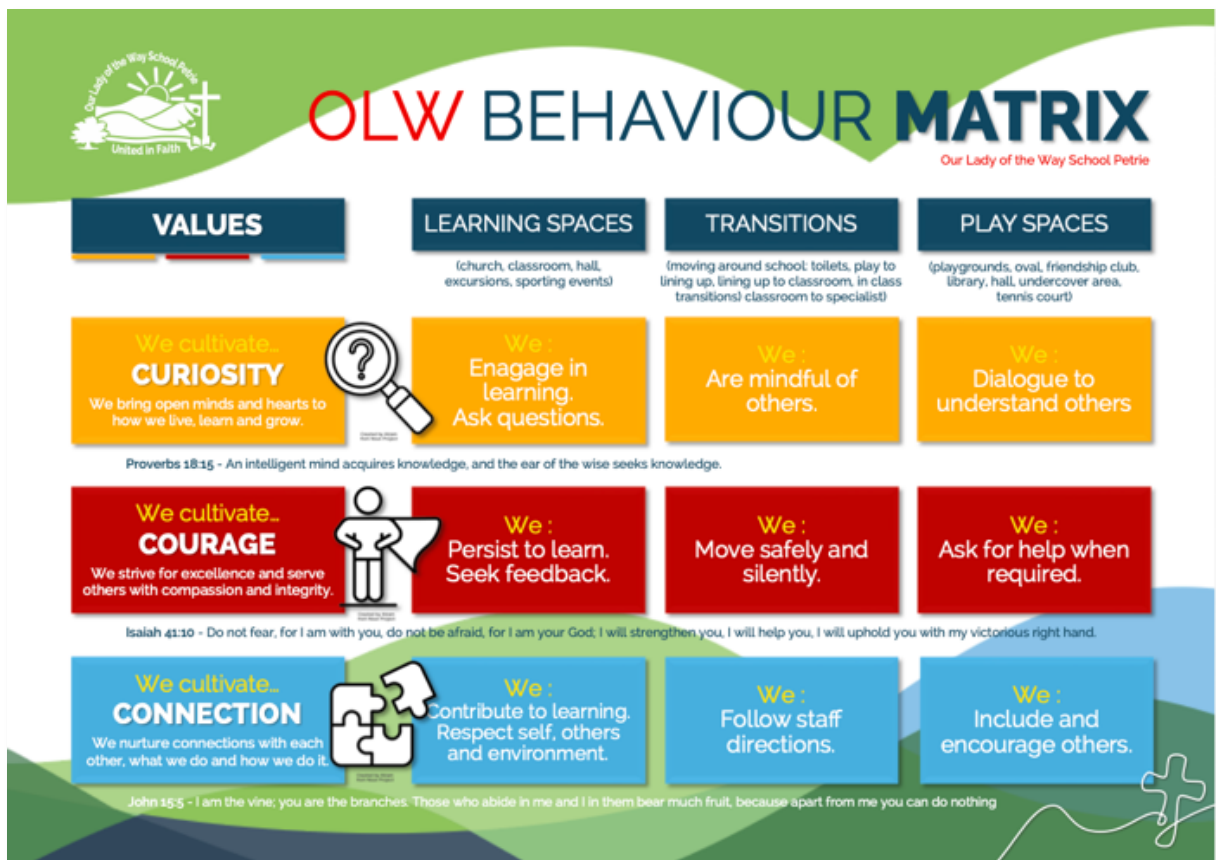
1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language for all staff and students across all settings. Promoting the school's Catholic Identity and consistency across the staff and school community.

Our expectations that we cultivate are:

- Curiosity
- Courage
- Connection.

The Our Lady of the Way 'Behaviour Matrix' is a visual tool outlining the behaviours we expect all students and staff to learn, practice and demonstrate. It allows us to teach proactively and to provide students and parents with a positive message about behaviours for learning in our community.



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 outlining the student developmental stages of self-awareness, self-management, social awareness, and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected Behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of the school year
- Pastoral care or buddy opportunities throughout the year
- PB4L focus lessons, weekly
- Class covenants

- Morning gathering / assembly
- Student leaders support younger students
- Consistent follow up of school expectations using the OLW Behaviour Matrix
- Clear explanation of why a behaviour is expected or a consequence is necessary
- Transitioning students to new year levels and teachers at the end of each year

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 non-contingent) and a tangible reinforcement system.

We acknowledge student efforts through a variety of strategies which are reviewed on an annual basis. The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
<ul style="list-style-type: none"> • Praise and encouragement (verbal/nonverbal) • Triple C award at Assembly • Leadership Awards at assembly • Attendance Awards 	<ul style="list-style-type: none"> • Verbal praise / acknowledgement / positive comments • Feedback • Whole class rewards • Phone calls, emails, communication to parents • Sharing work with others (Principal, APRE, PLL) • Award recipients in class newsletter



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 which 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 intervention programs involving support and specialist staff. Communication between parents and staff take place before, during and after additional supports are implemented. Some of these interventions may include:

- Check in Check out (Crone, Horner & Hawken, 20024). 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– Informal check-ins with a leadership or student support staff member. The purpose check and connect is to provide students with the opportunity to connect, converse and regulate with an adult in a safe, supportive space. This helps students to re-engage with the learning environment.
- Social Skills 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 or student support officer facilitates this type of group.
- Friendship Club – Students can access Friendship Club during first break each day. Facilitated by the Learning Partnerships Team, this provides targeted support for students who require additional practice and feedback on their behaviour and social skills.



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 Behaviour Assessment
- Individual Behaviour Support Plan
- Pro-active, collaborative problem-solving process
- Guidance Counsellor support services
- ST:IE case management
- Planning and implementation of individualised support plans and monitoring data
- Partnership with external professionals
- Wrap around meetings with outside agencies and BCE support

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 do not 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 which 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 (managed by teachers, within the context of the classroom and non-classroom settings) and Major behaviours (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 practice including reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices which 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 Brisbane Catholic Education (BCE) SBS Policy and Procedures, and include:

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Decreased demands • Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Time out / reset time • Walk with me • Removed from the situation • Individual crisis support and management plan 	<ul style="list-style-type: none"> • Collaborative problem solving • Teacher – student conversation • Work it out together plan – teacher and student • Teacher – student and parent meeting • Teacher, student and leadership conversation • Role-play and model • Office referral – time out of the classroom and / or playground 	<ul style="list-style-type: none"> • Student apology • Social story • Student contributes back to the class or school community • Restorative conversation • Restorative conference

Teachers respond to minor behaviours using best practices which include reminders of expectations, re-directing to learning and re-teaching behaviours.

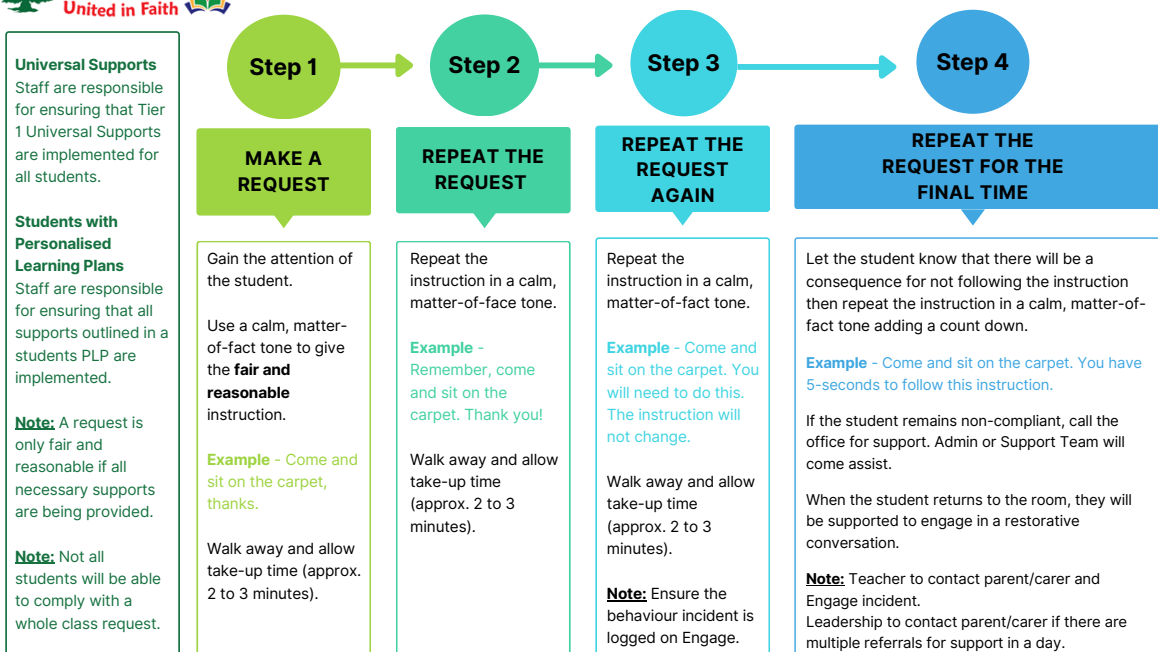
Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point.

Refer to our Responding to unproductive behaviours diagram below:





Responding to Unproductive Behaviour



NOTE: IF THE BEHAVIOUR IS VERBALLY OR PHYSICALLY AGGRESSIVE, OR IF STUDENTS ARE AT RISK OF HARM, CALL THE OFFICE IMMEDIATELY FOR SUPPORT.

EXT 201 OR 202

5. BCE Formal Sanctions

In case 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 all year levels, P-6 and include:

- Detention ('time-out')
- Suspension
- Exclusion
- Formal sanctions are imposed only after thoughtful consideration.

Detention process at Our Lady of the Way:

- Detention or 'time-out' takes place during school hours in a 'non-class' time such as playtime.
- The Principal, APRE, or delegate, nominates detention.
- The Principal, APRE or delegate supervises detention.
- Parents are notified by phone and/or via email.
- The Detention record is entered into Engage.



Suspension process at Our Lady of the Way:

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and / or school-related functions for a defined period of time.

- Takes place during school days and
- The Principal, APRE, or delegate, nominates suspension.
- The Principal or APRE completes the Suspension record in Engage.
- Parents and Carers are notified through a phone call. The phone call is followed up by an official Suspension letter sent via email.
- The re-entry process following a suspension includes:
 - A meeting scheduled with parents/carers and student.
 - The student resumes classes after a successful restorative process, such as a re-entry meeting.
- Re-Entry Meeting Proforma: The student is always helped with the proforma. If he/she is unable to come up with a response, the student is given numerous examples.
 - What was the problem?
 - Monitoring of student occurs during the day.
 - After suspensions, check-ins are arranged for the next week.

Exclusion Process at Our Lady of the Way:

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of a student in another BCE School, unless the student has been specifically prohibited by the Executive Director from attending all BCE schools.

For appeals, the school aligns to BCE processes.



Sanction	Appeal Process
Suspension 6+ days	<ul style="list-style-type: none"> • Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	<p>The appeal reviewer (Principal or Senior Leader – School Performance) must:</p> <ul style="list-style-type: none"> • (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	<ul style="list-style-type: none"> • 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.
Suspension 6+ days	<ul style="list-style-type: none"> • Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au

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

The purpose of this section of the SBS 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 cyberbullying (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.

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! resources to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

At Our Lady of the Way, staff and students are regularly provided with a range of learning opportunities to develop a clear understanding of bullying and harassment, along with effective ways to prevent and respond to such behaviours.

Staff engage in a range of professional learning opportunities through the year including staff meetings, twilight professional development sessions, PB4L meetings and, where appropriate, also engage with external providers/specialists. Staff are actively supported in responding to such behaviours by the Leadership and Student Support teams. Our school Guidance Counsellor regularly shares current research and practices with parents/caregivers.

We also use resources from the Bullying No Way! website and PB4L framework to assist children, teachers and families to understand bullying and harassment and recognise positive and healthy relationships. These resources assist with learning about the appropriate terminologies, signs of bullying, types of bullying, research about bullying and harassment, and how to prevent or manage it.

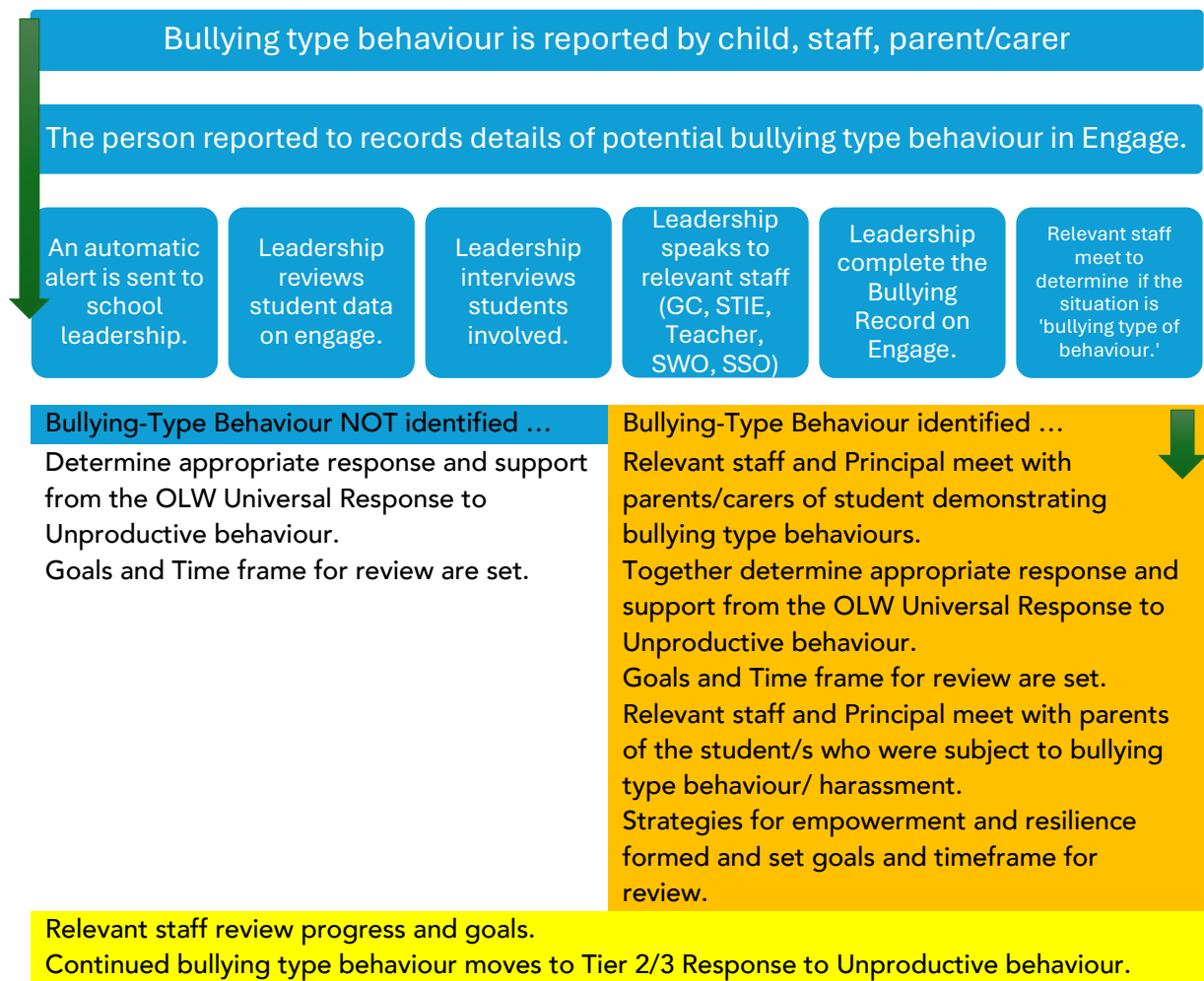
2. Teaching about Bullying and Harassment

At Our Lady of the Way, students regularly engage in learning experiences that promote healthy and safe relationships and positive behaviours. We implement the approved curriculum (ACARA) including Health and Physical Education and the General Capabilities, along with the BCE Religious Education Curriculum and the Daniel Morcombe Child Safety Curriculum to embed the teaching of healthy relationships and positive behaviour in relation to bullying and harassing behaviours.

3. Responding to Bullying and Harassment

At Our Lady of the Way, our response to bullying-type behaviour is fashioned in restorative practices rather than punitive reactions.





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

- **Listen** carefully and calmly and document what the student tells you. (Take the time to clarify with the reporting student to gather all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** Parent/Carer to inform them of the incident, give details of the school's immediate response and how the incident will be followed-up. Contact appropriate school personnel (school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in Engage.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in Engage in a timely manner.
- **Respond** to incident following the school's SBS Plan. Where possible, schools should work towards a positive outcome and restore relationships. Formal sanctions may be part of this response.

- **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. Set a date for follow up review, monitoring and feedback.

4. Preventing Bullying and Harassment

At Our Lady of the Way, we are dedicated to maintaining a positive, safe supportive and inclusive environment in which all students feel respected and welcome. The following practices support us in the prevention of bullying and harassment:

- **Student assemblies:** Student bullying and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted. Positive behaviour is rewarded through commendations etc.
- **Staff communication and professional learning:** Staff are supported with professional learning which provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. This includes access to resources from Bullying No Way! Website, mandatory BCE training and the ongoing implementation of PB4L.
- Staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
- New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through this plan, as well as professional mentoring. The Leadership and Student Support teams engage with these staff to ensure their understanding of current supports and practices being implemented.
- **Communication with parents:** Our school provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parents' understanding of how our school addresses all forms of bullying behaviour. This is regularly published through the school's newsletter or social media.
- **Explicit promotion of social and emotional competencies** among students is supported through the teaching of healthy relationships and social and emotional wellbeing in HPE classes. Teaching about positive behaviours is also the focus of the PB4L lessons at the school.



Key contacts for students and parents to report bullying:

- Your child's teacher – 3285 2977
- Principal/Student Protection Contact – Aleisha Connellan
- Assistant Principal Religious Education / Student Protection – Tammy Charlton
- Primary Learning Leader/Student Protection Contact – Carla Riles
- Guidance Counsellor/Student Protection Contact – Elizabeth Millar

Cyberbullying

At Our Lady of the Way, cyberbullying is treated 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 occurring outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents happening outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the [Queensland Police Service](#).

Our Lady of the Way has a separate 1:1 Device Agreement that states the responsibilities of students and parents. The Agreement also articulates our device infringement levels and process for identifying, reporting and investigating infringements.

Incidents of cyberbullying are recorded in the same way that all bullying incidents are recorded and managed (in the Engage system).

Resources

The Australian Curriculum provides the framework for the anti-bullying and teaching and learning activities at Our Lady of the Way. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

Other useful resources available to parents / carers and schools:

- Bullying NoWay!
- Office of the eSafety Commissioner



SECTION C: Our Student Behaviour Support Data

1. Data Informed Decision Making

Engage is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. Engage 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 and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are mandatory to complete in the database.

Our Lady of the Way uses behavioural data, together with other sources, to make data informed decisions about student supports.

The Learning Partnership Team (LPT) consists of Principal, APRE, Guidance Counsellor, Support Teachers Inclusive Education (STIE), Support Teacher Student Engagement, Student Welfare Officer and Student Support Officer.

This team meets weekly.

Teachers complete a referral for any child they have a concern about.

Teachers comment on their concerns, parent/carer responses to their concerns, the Personal and Social Capabilities awareness or management element they consider a priority.

The LPT uses Student Action Planning to target or personalise supports.

The team uses the BI Tool to gather information of the Student Profile.

- Attendance
- Learning Dashboard
- Monitoring Tools
- Behaviour Support

The team considers the awareness or management priority in light of the student profile and develops next steps for them.

REFERENCES

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



Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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 policies

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 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 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 and/or device	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	On the verandah at eating/play 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
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 offend, humiliate, intimidate or create 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 prank 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,

	Descriptor	Definition	Example
			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 resulting in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or device, enterprise systems/software	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to social media (written and images), online platforms
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 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.

	Descriptor	Definition	Example
16	Concerning Sexual Behaviour	<p>Orange behaviours - Sexual behaviours outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p>	<p>Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public</p> <p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images</p>
17	eCrimes/Cyber exploitation	Illegal actions 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

Approver:	Aleisha Connellan	Issue date:	20/3/2027	Next review date:	20/3/2027
-----------	-------------------	-------------	-----------	-------------------	-----------



Copyright in some materials appearing in this document is owned by third parties and should not be used or reproduced without the authority of the third party. The links to websites or web pages are for information purposes only. To the extent that such third-party materials are not owned by BCE, we accept no responsibility for such content.

