# Our Lady Help of Christians
## Whole School Behaviour Support Plan

EFFECTIVE DATE:            May 2025

FULL REVIEW DATE:          December 2027

## Purpose

Our Lady Help of Christians School Earlville is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors.

This Whole School Behaviour Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

Its purpose is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

## School Mission and Vision

Our Lady Help of Christians is a Christian community embracing families, carers, and the wider community in the provision of quality, innovative, Catholic education.  We embrace the diversity in our midst and aspire to enhance the holistic development of every learner. We respect and honour the traditional owners on whose land we are guests as we provide leadership and service through the lens of mercy, bestowed upon us through the call of the Gospel and our founders, the Sisters of Mercy.  We strive to animate the gospel values of love, respect, mercy, and community as we build relationships with each other and all creation in our ongoing educational endeavours.

Our Lady Help of Christians School aspires to nurture the fullness of life for every individual through its faith-filled, holistic learning community steeped in the Spirit of Mercy.

At Our Lady Help of Christians School, we live our values of Respect, Love, Mercy and Community incorporating the Encounter Catholic Identity Framework values of respect, connect, reflect and embrace.

## Our School Context

Our Lady Help of Christians School has a long tradition of offering high quality Catholic education. For over 50 years, parents have sought an education for their sons and daughters at Our Lady Help of Christians. The school's students have gone on to achieve great success as a result of the foundation provided. A commitment to excellence in all aspects of school life continues to be a part of our school culture.

With a current enrolment of around 600 students, Our Lady Help of Christians offers a very well-resourced educational program to all students. Extra curricula programs support the development of students' gifts and talents across a variety of pursuits including academic, sporting and cultural areas. Our Lady Help of Christians has a long history of valuing success, and this is evident in all fields of endeavour.

## Consultation and Review Process

Our Lady Help of Christians School developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, School Board, MTSS-E team, and distribution of the draft plan for comment and review. The document will be reviewed every three years by the school's Leadership Team.

# SECTION A: Our Student Behaviour Support Systems

## 1. Our Beliefs About Student Behaviour

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.

For teachers this means:

At Our Lady Help of Christians, we believe:

1. Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.

2. There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.

3. Students are always asked to do the best they can. The teacher's role is to teach and facilitate this behaviour.

4. Respect, safety and learning is central to everything we do.

5. Students have the right to receive constructive feedback about their behaviour and learning.

## 2. Our Whole-School Approach; a Multi-tiered System of Support (MTSS-E)

A whole school approach provides a continuum of supports (Universal, Targeted and Personalised) that acknowledges that students will need differing levels of support to be successful at school. MTSS-E is a framework that provides schools with the systems and processes to support students and improve student engagement outcomes.
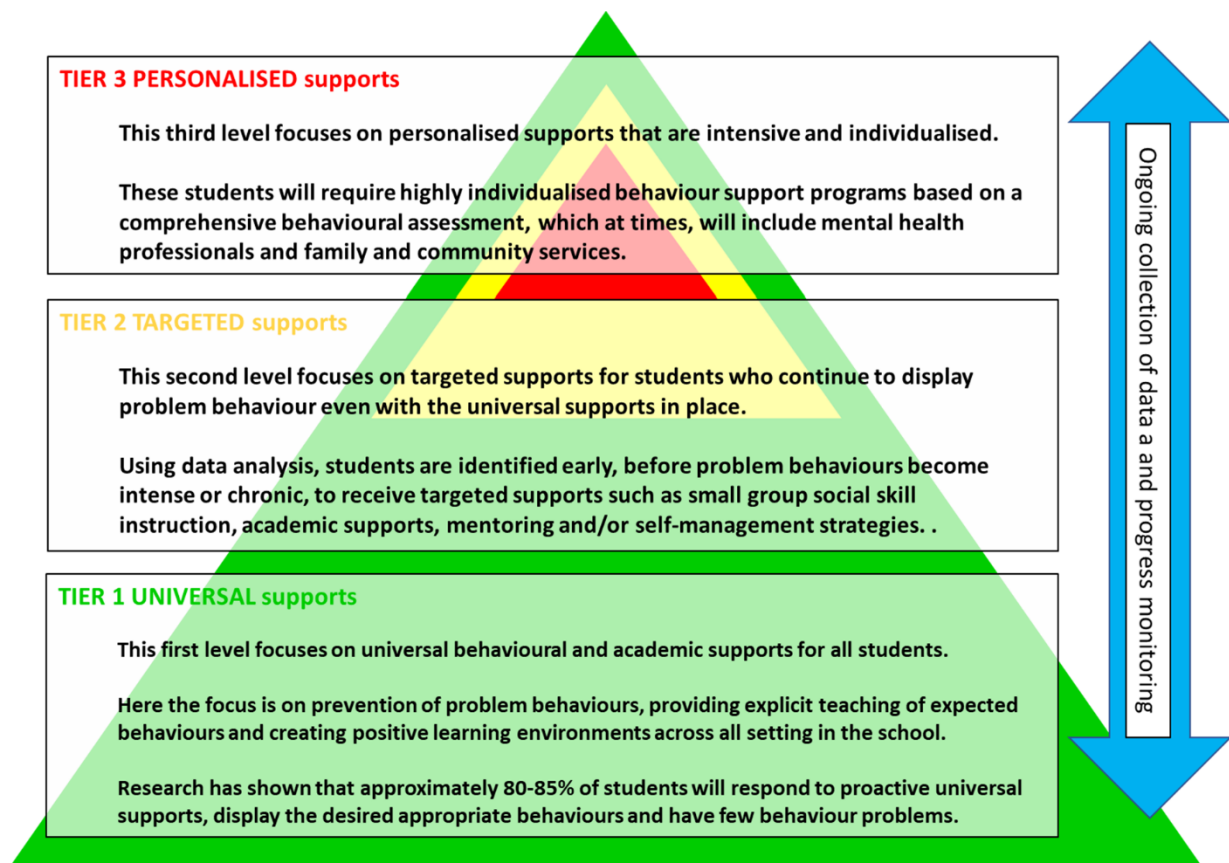
*Diagram 1: Multi-Tiered Systems of Support (MTSS-E)*

## 3. Student Behaviour Support Teams & Professional Learning for School Staff

At Our Lady Help of Christians School it is the expectation that every staff member is actively involved in the responsibility of addressing student behaviour, engagement and wellbeing. Students are also supported by the lower years Diverse Learning Team and upper years Diverse Learning Team. These teams consist of a Leader of Diversity, School Counsellor, Student Welfare Officer, Indigenous Liaison Officer, Principal, Assistant Principal, Assistant Principal Religious Education. All staff members have engaged in professional learning led by the MTSS-E team around the Multi-Tiered Systems of Support – Engagement and classroom management for student engagement.

# SECTION B: Our Student Behaviour Support Practices

## Tier 1: Universal Supports

### 1. Clarity: Our Values and Expected Behaviours

Whole school values encourage consistent communication 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 values are:

- Respect
- Love
- Mercy
- Community

Our school has developed two behaviour matrices that outline the values and expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students, staff and parents with a positive message about behaviours for learning at school.



[Student Behaviour Matrix](#)     [Staff Behaviour Matrix](#)

## 2. Teaching Expected Behaviour

Effective instruction requires practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long. The direct teaching of behaviours that are congruent with our values is conducted through a combination of the following:

- Explicit lessons in classroom based on behaviour incident data and the yearly overview

- Monday morning assembly – value and behaviour focus delivered by a leadership member followed up by consistent practice in the classroom

- Assemblies followed by whole school practice

- Student representatives support younger peers

## 3. Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating expected behaviours.

The acknowledgement strategies in place for our school and classroom include:

| School practices that encourage expected behaviours: | Classroom practices that encourage expected behaviours: |
|---|---|
| Spirit of Mercy award - fortnightly | Verbal and non-verbal praise and acknowledgement of specific behaviours |
| Gotcha system | Sticker rewards |
| House points | Prize box pick |
| Catholic Education awards | Free choice activity |
| Year 6 end of year awards | Golden Time |

## Tier 2: Targeted Supports

Targeted evidence-based interventions support students at risk of disengagement (social emotional, behavioural, cognitive) and may prevent the need for more intensive interventions.

Students are identified proactively, using but not limited to academic, behaviour and attendance data. Student progress and support are monitored and reviewed.

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

- Targeted School-Officer support
- Targeted School Counsellor support services
- Small group intervention programs eg. social skills
- Access to Chill Zone

## Tier 3: Personalised Supports

Personalised Supports are for students whose behaviour has not responded to Universal or Targeted supports.

Personalised supports currently on offer at the school include:

- Collaborative problem solving with student
- Individualised goal setting and adapted timetables
- Increased input from specialists (CEDC and external providers)
- School support services eg. ILO, SWO, School Counsellor
- Diverse Learners Team (DLT) / Care Team – planning, implementation and monitoring of individualised support plans

## 4. Responding to Problem Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, 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.

When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

When responding to problem behaviours, we have a Behaviour Response Continuum that enables staff to respond efficiently and effectively to both minor and major behaviours.

Minor and Major behaviours are outlined in Appendix A.

Corrective Strategies in place for responding to problem behaviours at our school are:

## Our Lady Help of Christians Behaviour Response Continuum

| | MINOR BEHAVIOUR<br>Managed by Teacher | MAJOR BEHAVIOUR<br>Managed by Leadership | |
|---|---|---|---|
| **1. ESCMs**<br>• Establishing expectations<br>• Giving instructions<br>• Waiting and scanning<br>• Cueing with parallel acknowledgment<br>• Body language encouraging<br>• Descriptive encouraging<br>• Selective attending<br>• Redirecting to learning<br>• Giving a choice<br>• Following through | **Respect**<br>• Inappropriate verbal language<br>• Disrespect & non-compliance<br>• Out of bounds<br>• Lying/cheating<br>• Teasing<br>• Sexual behaviour | **Respect**<br>• Verbal aggression<br>• Physical aggression<br>• Bullying/harassment<br>• Defiance/non-compliance<br>• Dress code violation<br>• Vandalism/property damage<br>• Theft<br>• Concerning sexual behaviour | **1. Assess Situation (Teacher)**<br>• Determine if behaviour is minor/major<br>• If major, contact Leadership for assistance by phoning the front office on 87230 or 87229.<br>• If office extension does not respond, call Principal's Assistant on 87236 |
| **2. Redirect**<br>• Provide explicit instruction<br>• Provide multiple choices<br>• Facilitate interaction with appropriate peers | **Love**<br>• Physical contact<br>• Incomplete tasks<br>• Teasing | **Love**<br>• Bullying/harassment<br>• Academic disengagement | **2. Assess Situation (Teacher/Leadership)**<br>• Modify the environment<br>• Reduce sensory input<br>• Remove the trigger<br>• Evacuate the area |
| **3. Re-teach**<br>• **Now:** Model the relevant language from the matrix<br>• **Later:** Explicitly teach the behaviour expectation from the Student Matrix | **Mercy**<br>• Property misuse | **Mercy**<br>• Defiance/non-compliance<br>• Weapons use or possession<br>• Bomb threat/false alarm | **3. Notify Others (Leadership)**<br>• Contact parents<br>• Contact 000 services<br>• Contact external services<br>• Referral to Diverse Learners Team |
| **4. Evaluate**<br>• Use Gotchas to reinforce taught behaviour<br>• Observe Engage data to determine if change has occurred | **Community**<br>• Disruption<br>• Uniform violation<br>• Out of bounds<br>• Lying/cheating<br>• Incomplete tasks<br>• Inappropriate technology use (non-serious) | **Community**<br>• Disruption<br>• Dress code violation<br>• Vandalism/property damage<br>• Technology violation (inappropriate or unauthorised use)<br>• eCrimes/cyber exploitation<br>• Academic disengagement | **4. Debrief (Teacher/Leadership)**<br>• Debrief with relevant parties<br>• Determine consequences (including re-entry)<br>• Explicit teaching at a classroom level<br>• Determine if intervention is required |

Document all behaviours, minor and major on Engage.
Ensure all behaviour expectations continue to be taught explicitly.

## 5. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances in alignment with relevant CEDC Policy and Procedure.

These additional sanctions comprise:
- Suspension
- Exclusion

## 6. Bullying and Cyberbullying – Information, Prevention, and School/ College Responses

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.

At Our Lady Help of Christians School, we implement a range of programs that educate students around the topic of bullying and cyberbullying. These programs outline anti-bullying and cyberbullying pro-active, and preventative strategies.

As part of our mission to encourage self-discipline and ethical decision-making, our students are taught to behave in an ethical manner when using digital devices, whether school owned or student provided, to access resources, communicate and interact with others. Online behaviour should always demonstrate a Christ-centred respect for the dignity of each person. Therefore, it is never acceptable to use digital devices to harass, bully or humiliate others.

The school will investigate and take action where any kind of bullying occurs in school and outside of school when it either causes significant harm to the relationships between students and teachers, is criminal in nature or has the capacity to impact on relationships across the wider school community.

## 7. Student Safety
The safety and wellbeing of all students is at the forefront of any decision making.
Where necessary, our school will implement strategies to ensure the school community's safety and wellbeing.

Strategies include:
- Access to school counselling
- Pastoral support
- Risk assessment and safety planning

# SECTION C: Our Student Behaviour Support Data

## Data Informed Decision Making

The CEDC Engage Student Support System is the database all CEDC schools are required

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



Our Lady Help of Christians uses behavioural data together with other data sources to make data informed decisions at Leadership, Diverse Learners Team, MTSS-E team and staff meetings on a term by term basis.

### Relevant Catholic Education Diocese of Cairns (CEDC) Policies

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy
- Student Bullying Prevention and Responses in Schools Policy
- Student Bullying Procedure for Prevention and Responses in Schools Procedure

### Relevant Legislation that informs CEDC Policies

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017

- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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## Appendix B - Behaviour Definitions

| | | MINOR BEHAVIOURS | |
|---|---|---|---|
| | **Descriptor** | **Definition** | **Example** |
| **1** | Inappropriate Verbal Language | Student engages in low intensity instance of inappropriate language | Calling someone an "idiot", swearing if they kick their toe |
| **2** | Physical contact | Student engages in non- serious, but inappropriate contact | Pushing in the tuckshop line, horseplay |
| **3** | Disrespect/ Non-compliance | Student engages in brief or low intensity failure to respond to reasonable adult requests | Saying "No", "Not going to do it", "I don't want to do that" |
| **4** | Disruption | Student engages in low intensity, but inappropriate disruption | Calling out, talking to 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 |
| **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 |

| MAJOR BEHAVIOURS | | | |
|---|---|---|---|
| | **Descriptor** | **Definition** | **Example** |
| **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 the reason given is unsatisfactory | Students leaves class/school without permission or stays out of class/school without permission |
| **9** | Theft | Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it | Stealing school or personal property |
| **10** | Forgery/ Plagiarism | Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material Without acknowledging its original source. | Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document. |
| **11** | Technology Violation | Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer | Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images) |
| **12** | Drug-use or Possession | Student is in possession of or is using illegal drugs/ substances or imitations or is using prescription drugs contrary to their doctor's directions | Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment |
| **13** | Weapons Use or Possession | A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm | Knife, toy gun, gun |

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