Our Lady Help of Christians
Whole School Behaviour Support Plan

EFFECTIVE DATE: Draft until December 2024

FULL REVIEW DATE: December 2025

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

Mission Statement

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.

Vision

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.

Links to the Encounter framework

Respect

Connect

Embrace

Reflect

Our School Context

- Current Enrolment - 485 students
- Attendance 66.5% (16.1% unexplained)
- FTE staff
- ICSEA value
- 9.9% First Nation students (53 students)
- 22.7% NCCD/EAP students (122)
- 5.4% EALD students (29)
- 57.3% Staff (51) identify as Catholic
- 54.6% Students (293) identify as Catholic

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, our School Board and our School MTSS-E team and External coach, and distribution of the draft plan for comment and review.

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.

For students this means:

Respect

Mercy

Love

Community

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.
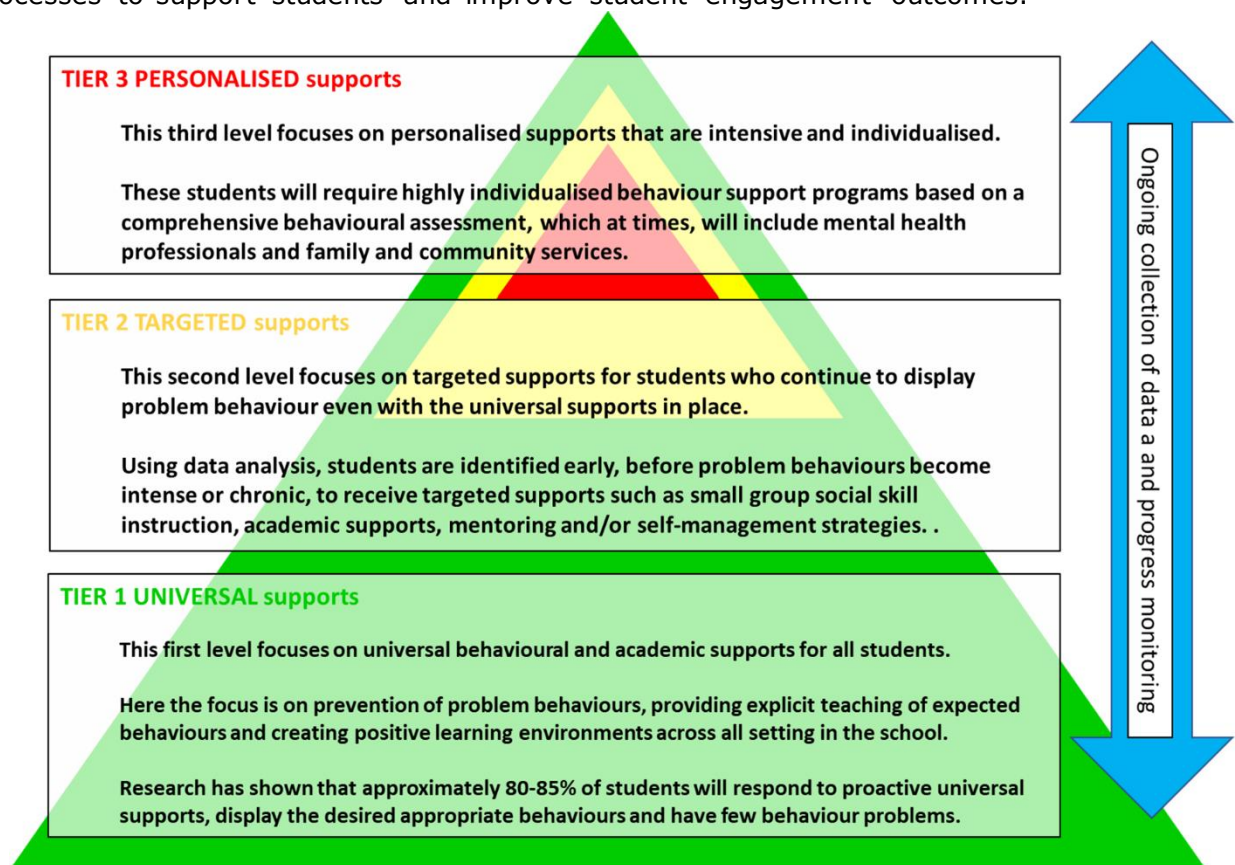

TIER 3 PERSONALISED supports

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.

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. .

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 setting 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.

Ongoing collection of data a and progress monitoring

Diagram 1: Multi-Tiered Systems of Support (MTSS-E)

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

Support Teams
- Principal – James Roberts
- Assistant Principal Administration – Amanda Squire
- Assistant Principal Religious Education – Toni Foley
- Extended Leadership Team
- Multi-Tiered Systems of Support - Engagement Team
- School Counsellor – Bridgette Lowden

- Wellbeing Teacher – Kate Newman

- Student Welfare Officer – Lisa Wunsch

Professional Learning - Professional learning that staff have engaged with to build capacity.
ESCM
Trauma Informed Practices
MTSS – E
HIES
Eight Effective Teaching and Learning Practices - Rypple

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 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. See Appendix 1.

2. Teaching Expected Behaviour

Effective instruction requires practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long.

- Termly plan, as per Week 0 PowerPoint

- Implementation of the Eight Effective Teaching and Learning Practices

- Implementation of High Impact Engagement Strategies and Essential Skills for Classroom Management.

- Consistent practice in Morning Routines.

3. Feedback: Acknowledging Expected Behaviours *In draft form for 2024*

Our school acknowledges students for demonstrating expected behaviours.

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

School and classroom practices that encourage expected behaviours.	Classroom practices that encourage expected behaviours
Weekly values award	Ticket in weekly draw
Class encouragers	Develop ways of tracking and acknowledging consistent and exemplary behaviours
Gotcha's	Merit Award System focussed on bringing students together.

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 supports are monitored and reviewed.

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

- 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

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

Personalised supports currently on offer at the school include:

- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process
- School Counsellor support services
- Care Team - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

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:

Student Reset
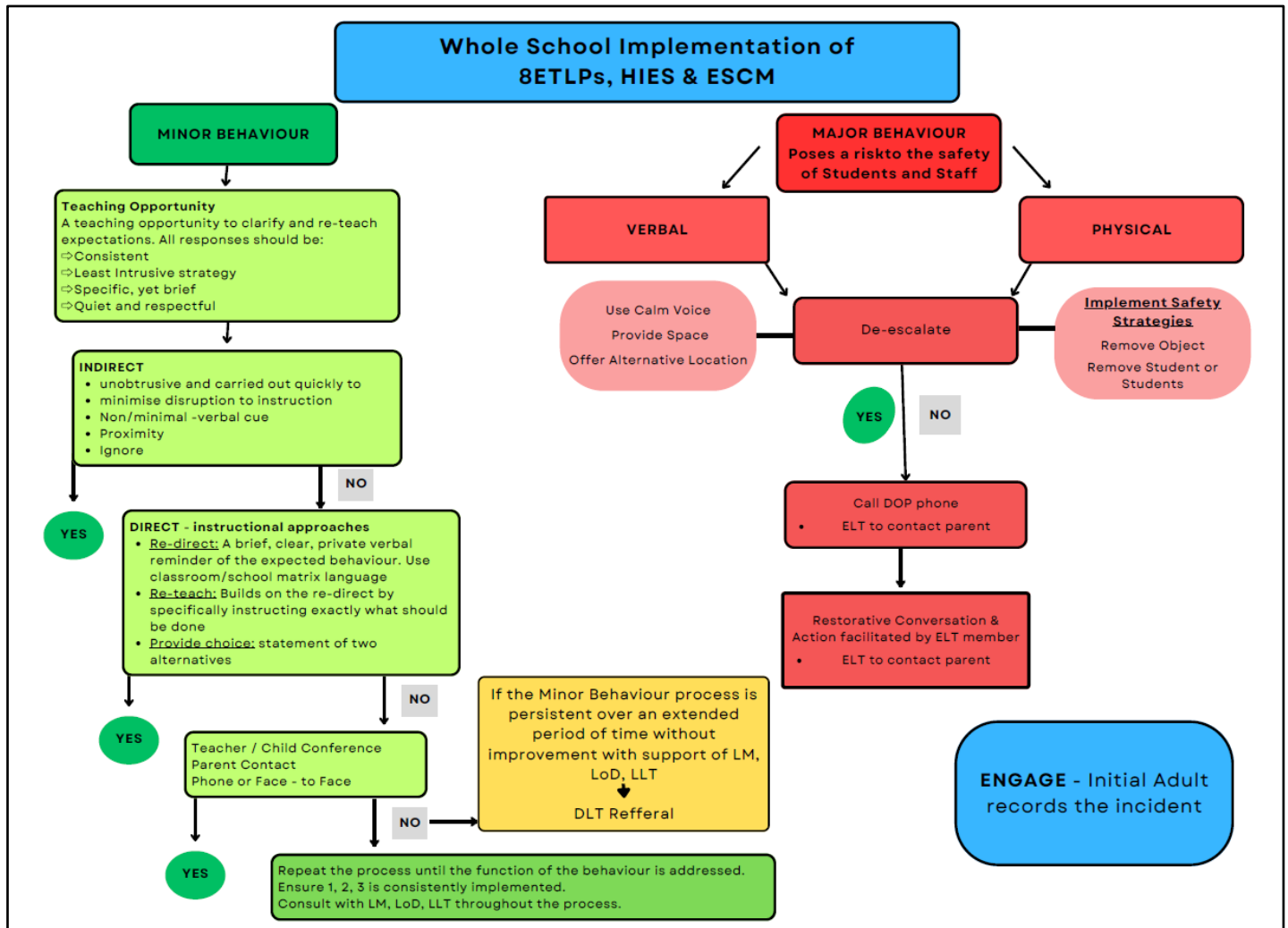
5. Disciplinary Consequences / Sanctions

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:

- Detention
- Suspension
- Exclusion

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

See CEDC documents.

Student Bullying Prevention and Responses in Schools Policy - https://cnscatholiceduau.sharepoint.com/sites/policies-procedures-guidelines/SitePages/Student-Bullying---Prevention-and-Responses-in-Schools-Policy.aspx

Student Bullying Procedure for Prevention and Responses in Schools Procedure - https://cnscatholiceduau.sharepoint.com/sites/policies-procedures-guidelines/SitePages/Student-Bullying---Procedure-for---Prevention-and-Responses-in-Schools-Procedure.aspx

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.

Relevant Cairns Catholic Education 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
- Bullying

Relevant Legislation that informs CCE 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 1 – Our commitments and expectations

Aligned with our school values, our commitment to teaching students how to be respectful and safe learners, the table below explains how we apply the same standards to ourselves, and our expectations for parents visiting our school, talking with their children about school, or supporting the successful engagement of their child with their educational program.

Respect	Support everyone's right to learn Care for the environment - God's creations Use spaces appropriately Use manners Actively listen
Mercy	Be open to others' perspectives Share play spaces and equipment Be kind on purpose Reconcile and forgive
Love	Help and encourage others Embrace diversity Make safe choices Care for all
Community	Co-operate with staff and peers Actively participate Be an upstander Play fairly Welcome and include all

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
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.

MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**
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
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

MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**
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, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
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