



# **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

# SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

## School Mission and Vision - Teach Challenge Transform

The St Joachim's Holland Park Vision and Mission statement reflects the Archdiocesan Vision, which challenges Catholics to:

- Embrace the person and vision of Jesus
- Build Communion with God and others
- Engage in Christ's mission in our world

As St Joachim's is situated within the context of Brisbane Catholic Education (BCE), our Vision and Mission statement is also aligned with the BCE:

- **Vision:** We are a faith-filled learning community creating a better future.
- **Mission:** Teach, Challenge, Transform
- **Values:** excellence, integrity, justice, hope

Guided by the principles of the Alice Springs (Mparntwe Declaration). Our Vision and Mission outlines our philosophy and aims for our school's education program, our collaborative teams and learning environments and the organisational practices in the school. More information is available within the St Joachim's Alice Spring (Mparntwe Declaration) Document.

## Our School Context

St Joachim's School, Holland Park, is committed to high-quality learning and teaching for the students enrolled at our school.

Situated within the Archdiocese of Brisbane, St Joachim's School is founded on Christ and the Josephite Charism and is at the service of our students, families, society, and the Church. We are a system school under the administration of Brisbane Catholic Education (BCE).

## Consultation and Review Process

Under the guidance of the Principal and the School Leadership Team, the St Joachim's community support student behaviour through the creation of a positive learning environment. There are three whole school expectations at St Joachim's:

1. Be Respectful
2. Be a Learner
3. Be Safe

## 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. Our Vision for Learning and Teaching provides practical ways for us to live out St Joachim's Vision and Mission. Within our teaching and learning spaces, we cultivate partnerships between students, staff, and families in a spirit of shared ownership. Living out the vision of the Sisters of St Joseph, we respect the diverse learning needs of all students by providing a safe and caring environment and an opportunity for all students to achieve their potential. Knowing that we are all created in the image and likeness of God, we have high expectations of all stakeholders and provide opportunities for all to become lifelong learners who make a difference in the world.

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

#### 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.

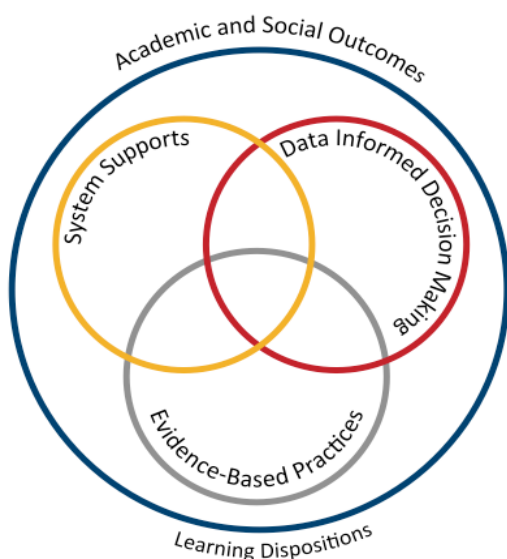


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

#### 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:

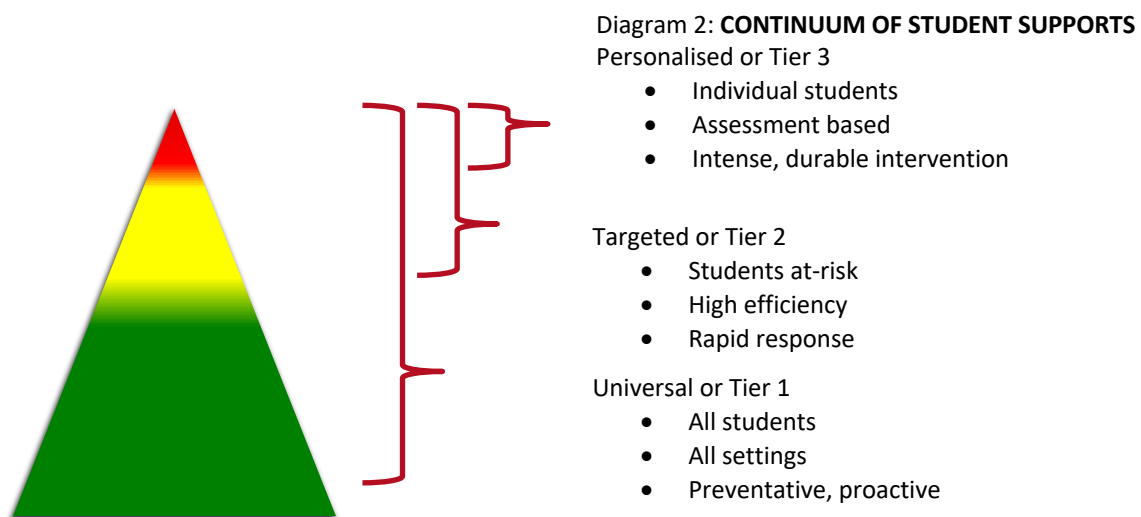
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 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/College staff

Our PB4L Team consists of our School Principal, Assistant Principal, STIE and Guidance Counsellor. This team supports classroom teachers and school officers with daily, consistent positive behaviour management strategies that effectively reinforce our behaviour expectations.

The St Joachim’s PB4L team meet monthly to discuss the Engage Student Support System data and more regularly when teaching staff identify an increase in unproductive behaviours.

| Team Member         | Role   |
|---------------------|--|
| Principal           | Communicate PB4L practices to the school community (newsletter & emails)<br>Engage in the monthly PB4L team meetings and offer support to classroom teachers |
| APRE                | Communicate the PB4L expectations to the students<br>Organise PB4L professional development for the staff team<br>Meeting agenda and minutes                 |
| STIE                | Review the data on Engage<br>Engage in the monthly PB4L team meetings<br>Offer solutions to work towards achieving PB4L                                      |
| Guidance Counsellor | Engage in the monthly PB4L team meetings and offer wellbeing support to classroom teachers   |

## 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 expectations are:

- Be Respectful
- Be A Learner
- Be Safe

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 leaders support younger peers

### 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.

The encouragement strategies in place for school and classroom include:

| School practices that encourage expected behaviours                      | Classroom practices that encourage expected behaviours |
|--|--|
| Weekly Joey’s Brightest Star awards                                      | Class Covenants  |
| Recognition of the whole class at assemblies that meet PB4L expectations | Varied class reward systems                            |
| PB4L Matrix displayed  | PB4L Matrix displayed                                  |

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 with associated plan
- 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**

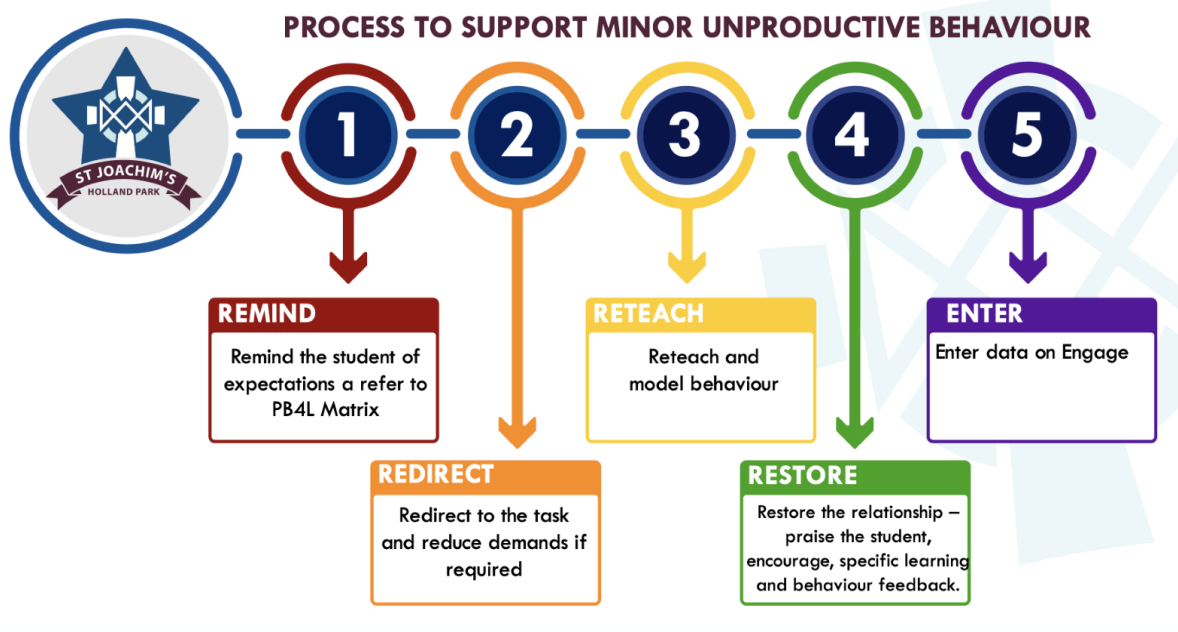
Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don’t know it well enough to routinely use it at the appropriate times. For some 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.

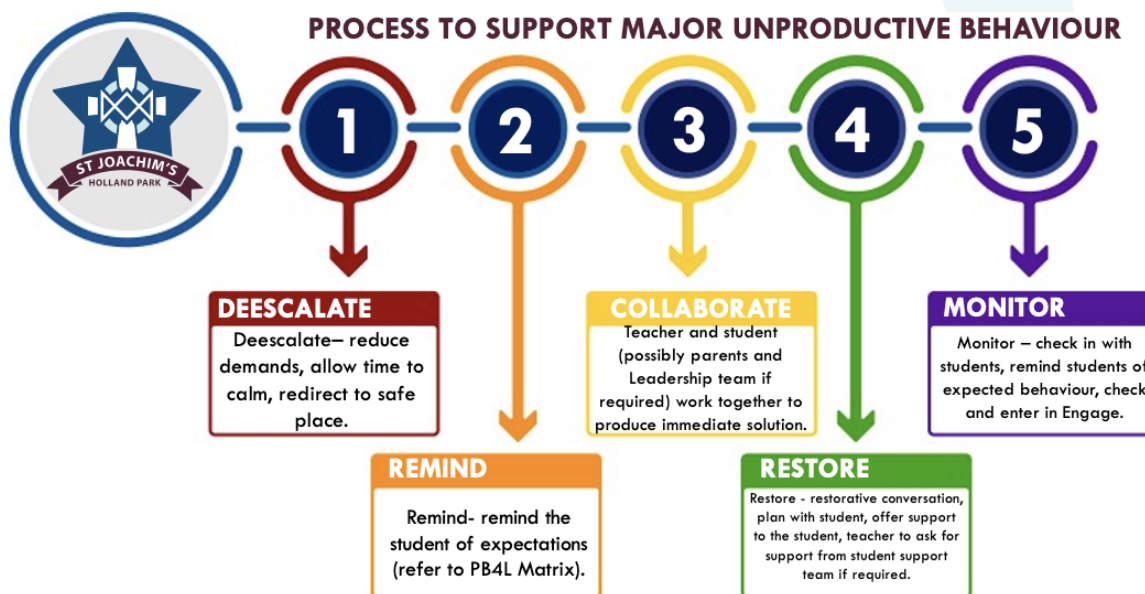
To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, 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:

| <b>De-escalation</b>  | <b>Problem-solving</b>   | <b>Restorative</b>   |
|---|--|--|
| Supervised calm time in a safe space in the classroom<br>Supervised calm time in a safe space outside of the classroom<br>Set limits<br>Individual crisis support and management plan | Teacher – student conversation<br>Work it out together plan – teacher and student<br>Teacher – student – parent meeting<br>Teacher – student – leadership conversation | Student apology<br>Student contributes back to the class or school community<br>Restorative conversation<br>Restorative conference |





## 5. BCE Formal Sanctions

(St Joachim’s Primary School aligns with the BCE Student Behaviour procedures and proposed actions)

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

- **Detention process**: at St Joachim’s Primary School detention takes place during learning time and is at the discretion of the Principal. Following the incident, the parents are informed and the incident is recorded as a formal sanction. The leadership team supervise the detention process. A member of the leadership team enters the record in Engage.
- **Suspension process** at St Joachim’s Primary School suspension takes place during learning time, can be internal or external, and the period of time is determined by the severity of the incident, and the number of incidents that have occurred. This sanction is allotted at the discretion of the Principal. Following the incident, a member of the leadership team completes the suspension record in Engage, and parents are notified. The re-entry process involves a formalised restorative meeting with the Principal, student and their parent, reviewing the suspension that has occurred and school-wide behaviour expectations.
- **Exclusion** - at St Joachim’s Primary School, the exclusion is a formal sanction that is issued to a student in the interests of the security, safety and learning environment of members of the school community. It is decided upon after **all** other formal

sanctions have been attempted. The principal completes the exclusion record in Engage, and parents are notified via an official Exclusion letter and phone call.

For appeals, the school aligns to BCE processes.

### Appeals Process

| Sanction           | Appeal process  |
|--------------------|---|
| Suspension 1-5 day | Appeal made to the school principal   |
| Suspension 6+ days | Appeal made to the Senior Leader School Progress and Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a> .   |
| Outcome of Appeal  | The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:<br><br>(a) make the review decision within 5 business days after the application is made; and<br><br>(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 to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.  |

## 6. Bullying and Cyberbullying – information, prevention, and school/college responses

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).

## **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!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

### **1. Understanding Bullying and Harassment**

St Joachim's staff engage in mandatory annual training to address the issue of bullying and harassment. The members of our staff are provided with professional development - outlining terminology, signs of bullying and research about bullying and harassment.

### **2. Teaching about Bullying and Harassment**

St Joachim's Primary School utilises a range of education programs and strategies to promote positive behaviours including reporting of bullying and preventing bullying behaviours.

- PB4L – whole school positive behaviour approach which encourages students to engage in affirmative actions
- Be You – social skills program with guidance counsellor to raise awareness of appropriate interactions
- The Bullying No Way! Website provides a wide range of information and resources for parents and school communities on managing bullying. For more information visit: [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au) and go to the parents' portal.
- The National Safe Schools Framework (NSSF) <http://www.safeschoolshub.edu.au>
- Support the aims of the General Capabilities, Health and Physical Education and the Technologies Curriculum in the school

### **3. Responding to Bullying and Harassment**

Our school supports victims of bullying in the following ways:

- Offering an immediate opportunity to talk about the experience with their class teacher, another teacher or member of administration if they choose.
- Informing the parents/guardians of the student/s involved.

- Offering continuing support.

Students who are bystanders - it is important that all students be taught to recognise bullying, report bullying and have the opportunity to practice safe ways to effectively intervene, maintaining personal safety, when bullying occurs. Students who witness bullying as a bystander may be called upon to contribute to investigations of alleged bullying.

Although our school disciplines students who may have bullied, we also try to help these students in the following ways:

- Talking about what happened, to discover why they became involved.
- Informing the parents.
- Continuing to work with the students in order to eliminate prejudiced attitudes as much as possible.

Disciplinary steps when a bullying incident occurs:

- Students are officially warned to stop offending.
- The student demonstrating inappropriate behaviour may be excluded from the playground at break and/or play times for a period of time deemed appropriate.
- Students may be placed on an individual behaviour management plan and are required to 'check in' with an appropriate member of staff.
- If a student continues after been officially warned, an "in school" or "out of school" suspension is considered.

All staff must take 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 student who has reported the incident that you have 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/guardian 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 (Principal and 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 the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could 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 Student Support System. Set a date for follow up review and monitoring.

#### 4. Preventing Bullying and Harassment

At St Joachim's there are a variety of ways we actively prevent bullying behaviours:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. This is presented by the Year 6 leaders and Principal, outlining our rules and values at the weekly assembly.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff engage in BCE Mandatory training including our Code of Conduct, Child and Youth Risk Management and Student Protection training.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:
  - Orientation Days
  - Staff Handbook
  - Mandatory Professional Development
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students.

7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

### **Key contacts for students and parents to report bullying**

Principal – Jayne Solomon – (07) 3397 9087

APRE – Mel Quincey – (07) 3397 9087

STIE – Tracey Lenarduzzi – (07) 3397 9087

Guidance Counsellor – Glenda Sullivan – (07) 3397 9087

### **Cyberbullying**


Cyberbullying is treated at St Joachim's 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 that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

St Joachim's Primary School issues an annual contract to students, parents and caregivers that outlines the school's policy on Cyberbullying. It includes the items that are categorised as cyberbullying and the consequences of the actions that breach this policy. These include the restricted use of technology, formal sanctions and in cases of extreme criminal breach, students will be referred to external authorities.

### **Resources**

St Joachim's Primary School utilises the *Be You Programs Directory* and *STEPS* – to help select appropriate and evidence-based anti-bullying programs to address bullying issues within the school.

The Australian Curriculum  provides the framework for St Joachim's school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

- Bullying NoWay
- Office of the eSafety Commissioner

## **Section C: Our Student Behaviour Support Data**

### **1. Data Informed Decision Making**

The BCE Engage Student Support System is the database all BCE 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 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 incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

St Joachim's Primary School uses behavioural data together with other data sources to make informed decisions about student supports. This includes data from the Engage portal, observations from teaching staff and team meetings. The PB4L team (consisting of the Guidance Counsellor, STIE and Leadership) meet every week to analyse universal school data and provide feedback to teaching staff, analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

## 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: Sophis West.

## 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

|           | <b>Descriptor</b>             | <b>Definition</b>  | <b>Example</b>  |
|-----------|-------------------------------|--|---|
| <b>1</b>  | Inappropriate verbal language | Student engages in low intensity instance of inappropriate language  | Calling someone an "idiot", swearing if they kick their toe   |
| <b>2</b>  | Physical contact              | Student engages in non-serious, but inappropriate contact  | Pushing in the tuckshop line, horseplay   |
| <b>3</b>  | 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"  |
| <b>4</b>  | Disruption                    | Student engages in low intensity, but inappropriate disruption   | Calling out, talking to a peers in class  |
| <b>5</b>  | Uniform violation – Minor     | Students wears clothing that is near but not within the school's dress code  | Wrong socks, wrong shorts for sport   |
| <b>6</b>  | 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   |
| <b>7</b>  | Property misuse               | Student engages in low intensity misuse of property  | Using equipment contrary to its design or purpose   |
| <b>8</b>  | 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 |
| <b>9</b>  | Out of Bounds                 | Student is in an area within the school grounds that has been designated "off limits" at that particular time                        |   |
| <b>10</b> | Lying/Cheating                | Student engages in "White Lies"  | "I came first", "It wasn't me!", "I didn't do it"   |
| <b>11</b> | Teasing                       | Isolated inappropriate comments (ongoing teasing would fit under Bullying)   | Laughing at someone's misfortune  |
| <b>12</b> | Sexual Behaviour              | Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation. | Green light behaviours  |

|           |                  |  |  |
|-----------|------------------|--|--|
| <b>13</b> | 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

|          | <b>Descriptor</b>   | <b>Definition</b>  | <b>Example</b>   |
|----------|---------------------|--|--|
| <b>1</b> | 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  |
| <b>2</b> | 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   |
| <b>3</b> | 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.<br>Bullying involves the misuse of power by an individual or group towards one or more persons | Bullying may include:<br>Physical: hitting, kicking, any form of violence;<br>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;<br>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;<br>Racial: taunts, graffiti, gestures, intimidation;<br>Sexual: unwanted physical contact, abusive comments, intimidation.<br>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.<br>Can also include 'flaming' |

|           | <b>Descriptor</b>         | <b>Definition</b>   | <b>Example</b>   |
|-----------|---------------------------|---|--|
|           |                           |   | and online hate sites/bash boards.   |
| <b>4</b>  | 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 |
| <b>5</b>  | 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  |
| <b>6</b>  | 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.  |
| <b>7</b>  | 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   |
| <b>8</b>  | 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  |
| <b>9</b>  | Theft                     | Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it  | Stealing school or personal property   |
| <b>10</b> | 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.    |

|           | <b>Descriptor</b>              | <b>Definition</b>   | <b>Example</b>  |
|-----------|--------------------------------|---|---|
| <b>11</b> | 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)   |
| <b>12</b> | Vaping/Cigarettes              | Student is in possession of or is using a vape/cigarette  | Vapes, cigarettes   |
| <b>13</b> | 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   | Cannabis, alcohol, prescription or other chemical drugs, drug related equipment   |
| <b>14</b> | 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   |
| <b>15</b> | 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  |
| <b>16</b> | 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.  |
| <b>17</b> | 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><br>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |

|           | <b>Descriptor</b>          | <b>Definition</b>  | <b>Example</b>  |
|-----------|----------------------------|--|---|
| <b>18</b> | 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                                   |
| <b>19</b> | 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: Principal

Issue date: 28/07/2025

Next review date:

28/07/2028