

ST STEPHEN'S – ALGESTER



STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision

Our Vision

To be a welcoming and caring Catholic community, where all people are truly valued and seek to be the very best of themselves.

Our Mission

Driven by the life and teachings of Jesus, our mission is to actively shape and enrich the spiritual and educational journey of students, staff, families and all people within our community. Offering excellence in learning and teaching, we embrace differences and individuality, whilst living in harmony with God's creation.

Our School Context

St Stephen's School is a Brisbane Catholic Archdiocesan primary school. The families, whose children attend our school, primarily reside in the suburbs of Algester, Parkinson, Calamvale, Sunnybank Hills, and Drewvale. The school commenced operations in 2004 with an enrolment of 94 students, ranging from Preschool to Year 3. In 2020, school enrolment is approximately 530 children and is two or three-stream across each year level from Prep to Year 6. When our students complete their primary education, the majority continue their schooling at either St Thomas More College, Sunnybank, or Clairvaux MacKillop College, Upper Mt Gravatt.

Consultation and Review Process

St Stephen's School began the development of a School Wide Positive Behavior Support Plan (SWPBS) in 2011. The school's leadership team, staff and parents formed a committee to review our school-based processes and practices used in the management of student behaviour. The need for a review was confirmed following the collection of data obtained from an Effective Behaviour Support Survey. In 2014, SWPBS shifted focus to align with the Australian Curriculum and was renamed Positive Behaviours 4 Learning. Our Positive Behaviours for Learning Support Plan will be reviewed biennially or earlier, if required.

Tiered Fidelity Inventory, completed in 2019, indicated a need for review as many new staff were not as familiar with the supports and processes in place.

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.

At St Stephen's School, we recognise the need for a behaviour management plan, as there are many different approaches to behaviour management and a published plan will support staff members to operate with greater consistency. As a staff, we have aligned our processes and practices with current literature and best practice in the area of student behavior support.

We believe that:

- schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- every day, at school, students have opportunities to learn and practice their social skills and develop their capabilities through their interactions with the school's curriculum (ACARA).
- behaviour is learned, therefore, responsible behaviour can be taught.
- student positive behaviour is best achieved through instruction- teaching- rather than through punishment or punitive measures.
- student behaviour can be taught using the same strategies used to teach the other areas of the curriculum.
- misbehaviour presents a student with an opportunity to learn and the educator with an opportunity to teach.
- for behaviour change to occur, positive approaches that strengthen teacher-student relationships must be used.
- student positive behaviour is a collaborative effort. In partnership with parents and carers, as members of the school staff team, we are committed to each student's success.
- efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and feedback.
- students need and want high standards for their behaviour. Maintaining high expectations does not require a punitive approach.
- an integrated system of school-wide, classroom and individual student supports can assist in improving behavioural outcomes, in developing positive student learning dispositions for the students we serve and in contributing to a sense of efficacy and job satisfaction for members of our staff team.
- services for students with chronic or intense behaviours are more effective within the context of a school-wide commitment to the social and academic development of all students.

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.

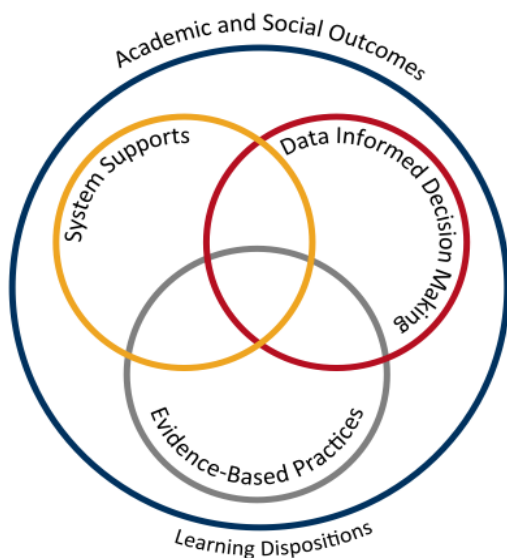


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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

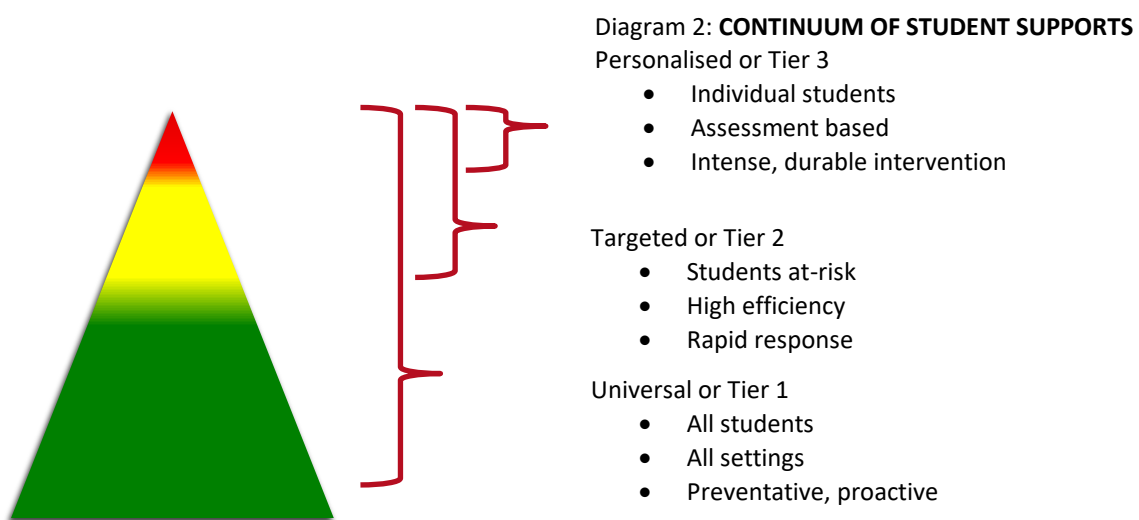
all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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

The PB4L team (universal support team) at St Stephens comprises of three teachers, APRE, STIE and Guidance Counsellor whilst being overseen by the Principal and APA. The PB4L team meets regularly to discuss areas for improvement, review practices and examine ways to continually develop staff’s understanding and implementation of PB4L effective practices. The members of this team have engaged in Professional

Development related to each area of PB4L. They use this knowledge and understanding to direct their discussions and actions relating to the school's student supports.

The School's leadership team, STIE and Guidance Counsellor meet fortnightly at Student Wrap around meetings to discuss targeted supports and practices and the school's Tier 2 and 3 supports. Targeted supports, check ins and check outs as well as mentoring, are implemented by APA, APRE and STIE. These students have been identified through Student Well Being meetings or during Student Wrap Around meetings as students requiring additional support.

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:



At St Stephen's we have the KEYS to Success!

Our school behaviour matrix is a visual tool that outlines the 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.

	When learning we will	When moving we will	When playing we will	When eating we will	When gathering we will
Keep safe 	<ul style="list-style-type: none"> - Safely use hands and feet - Use equipment and furniture correctly - Follow digital guidelines 	<ul style="list-style-type: none"> - Safely walk on the concrete - Look ahead and keep to the left - Listen to teacher directions 	<ul style="list-style-type: none"> - Wear hats on head - Walk on the concrete and the steps - Sit on the grandstands - Safely use hands and feet - Play in the correct area 	<ul style="list-style-type: none"> - Safely use hands and feet - Sit and eat our own food - Wash our hands 	<ul style="list-style-type: none"> - Listen to teacher directions - Safely use hands and feet
Engage in learning 	<ul style="list-style-type: none"> - Be an active listener - Be an active participant - Focus and persist to complete tasks - Ask questions and seek help - Use feedback effectively 	<ul style="list-style-type: none"> - Follow teacher directions 	<ul style="list-style-type: none"> - Listen to instructions - Follow the rules of the game - Work together to solve problems 	<ul style="list-style-type: none"> - Listen to all instructions - Focus on eating 	<ul style="list-style-type: none"> - Be an active listener - Be an active participant
Yes I am responsible 	<ul style="list-style-type: none"> - Be organised - Take care of all property - Make a good seating choice 	<ul style="list-style-type: none"> - Be in the right place at the right time - Use the toilets and taps correctly 	<ul style="list-style-type: none"> - Take care of all equipment - Help others and report injuries - Be honest - Move to line up when the bell rings 	<ul style="list-style-type: none"> - Pack away our lunchboxes - Put rubbish in the bin 	<ul style="list-style-type: none"> - Use self-control - Sit and stand quietly
Speak and act with respect 	<ul style="list-style-type: none"> - Collaborate effectively with others - Use manners online and in person - Share and take turns - Be mindful of other learners in the learning environment 	<ul style="list-style-type: none"> - Move quietly - Be mindful of others - Greet adults and students as you pass them 	<ul style="list-style-type: none"> - Take turns and share the equipment - Use kind words and actions - Consider others - Care for our environment 	<ul style="list-style-type: none"> - Use manners - Use kind words and actions - Consider others 	<ul style="list-style-type: none"> - Be reverent during liturgy, mass and prayer - Participate and respond as invited

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in

this capability are to be taught through the learning areas of the approved curriculum. 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:

- **Classroom time spent in the first week of school, with booster lessons during the year;**
- **Assemblies, followed by an individual class focus;**
- **New student orientation;**
- **Student ambassadors serving as orientation models for newly enrolled students;**
- **Modelling and role playing methods;**
- **Referring and accessing displayed school and classroom rules and expectations using the school's matrix;**
- **Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like);**
- **Explicit teaching to unpack why a particular behaviour is expected**

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.

At St Stephen's, it is important to support desired behaviours with consequences that are reinforcing to most students, such as specific positive feedback along with other forms of reinforcement. Our systems encourage and motivate students, both as they are learning the expected behaviours and then to maintaining those skills and dispositions as students become more fluent with their use. Specifically our positive encouragement practices utilise effective, specific feedback, adult attention (both contingent and non-contingent) and a tangible reinforcement system.

At St Stephen's, to promote a positive school climate and to build rapport and relationships with students, we use both non-contingent and contingent adult attention:

- non-contingent adult attention is provided regardless of a student's performance and includes, but is not limited to, such things as greetings, smiles, conversations (e.g. on playground duty), prayer time, group sharing times and "show and tell".
- contingent adult attention is provided based upon the performance of an identified behavior such as, descriptive praise, verbal and non-verbal affirmations (e.g. thumbs up, good job), one-on-one conference to acknowledge and praise.

Staff utilise a range of acknowledgement strategies with students, to support our positive school culture, including:

- praise/encouragement (verbal/non-verbal/written)
- in-class incentive programs
- public display of work (classroom, library and office areas)
- phone calls, emails, or communication to parents
- "Key Learner" awards handed out on assembly along with a wristband to wear to school
- Spirit of St Stephen's awards
- Star students in the weekly school newsletter
- sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy classes, parents)

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 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:

- 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 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 (chat room, Guidance Counsellor) 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.
- Play time shadowing by a member of staff who is looking to respond to the needs of identified children.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

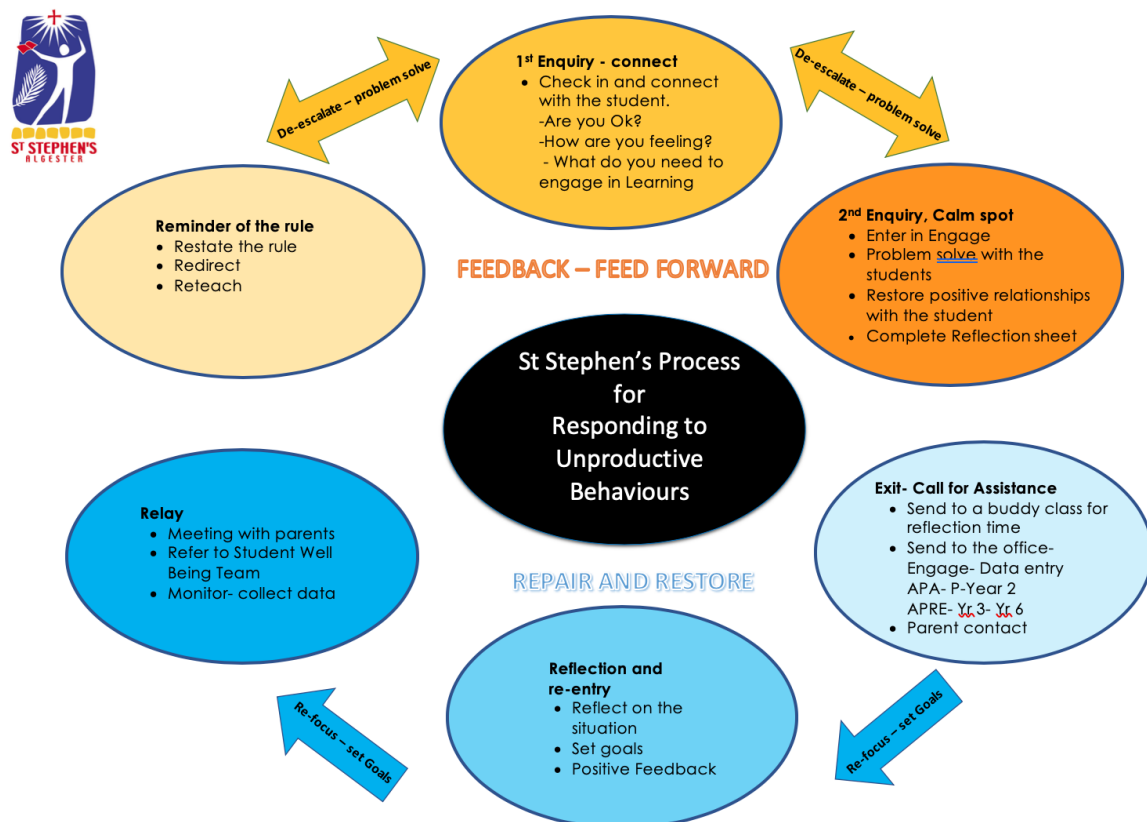
Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major

unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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



5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

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

Definition of Bullying

A person is bullied or victimised when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons. (D. Olweus 1994)

Bullying involves:

- a desire to hurt
- a hurtful action (physical, psychological or social)
- a power imbalance
- (typically) repetition
- an unjust use of power
- evident enjoyment by the aggressor and
- sense of being oppressed on the part of the victim (Rigby 196)

Bullying can be physical, verbal or emotional harassment. Some examples of these types of behaviour follow:

Physical Harassment

- hair pulling
- scratching
- tripping
- pinching
- standing over someone
- breaking or damaging someone's possessions
- punching
- pushing
- slapping
- kicking
- poking

Verbal Harassment

- using words that suggest stupidity, e.g. der, dummy, moron, halfwit, etc.
- using words that suggest ugliness or personal problems, e.g. boofhead, four eyes, stinky, fatty, etc.
- using words that suggest weakness, e.g. cry baby, wimp, sook, etc.
- using words that attack ethnic or religious characteristics, e.g. wog, chink, Mick, darky, etc.
- echoing whatever someone says in a mocking voice
- using rude words with a sexual meaning
- making threats, e.g. "I'll get you!" or "I'll come around to your house and ..."
- making abusive phone calls or sending abusive e-mails

Emotional Harassment

- making rude gestures, e.g. monkey movements or extending the middle finger
- repeated teasing
- whispering about someone behind his/her back
- passing notes about someone
- imitating someone's speech or behaviour in a way designed to offend
- laughing at someone's mistakes
- excluding someone from group activities (with or without comment)
- refusing to talk to or notice someone
- passing around nasty gossip with a view to make someone feel bad
- demanding money or services "or else!"

Cyber Harrassment

Cyber exploitation is the use of the internet or mobile phone technologies to take advantage of another.

Examples include:

- An insult, threat, nasty denigrating comment, against a specific student carried out through internet or mobile phone technologies.
- Sending sexually explicit photographs of themselves or others. This can also include publishing such images
- Stealing someone's identity and impersonating them

St. Stephen's School's Position on Bullying

At St Stephen's School, we believe that everybody has the right to feel safe. Therefore, bullying behaviour at St Stephen's School is unacceptable and will not be tolerated.

Policy Implementation

- Parents, teachers, students and the community will be notified and regularly updated on the school's position on bullying.
- The school will adopt a four-phase approach to bullying, as follows:

Phase 1: Primary Prevention

- Staff members and the principal will participate in professional development activities relating to bullying, harassment and proven counter measures.

- Community awareness and input relating to bullying, its characteristics and the school's programs and response will be a priority.
- The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- The school will use an action research approach and regularly seek information from parents, staff and students regarding bullying at school. The results to this approach will inform further action.
- Classroom teachers will discuss and clarify the school's policy on bullying with the children in his/her class at the start of each year and at regular intervals throughout the year.
- The curriculum will include anti-bullying messages and strategies.
- Activity options/structured activities may be available to children at lunch breaks, e.g. library, chess, culture club, choir and computer games.

Phase 2: Early Intervention

- The principal and members of staff will remind children about the need to report bullying incidents as part of our student protection procedures.
- Parents will be encouraged to contact the school if they become aware of a problem.
- Public recognition and rewards for positive behaviours and resolutions of problems will be made.
- Use of behaviour tracking and monitoring software (Engage)

Phase 3: Intervention

- Bullying is an inappropriate behaviour which will be managed within the context of the school's Behaviour Management Policy.
- Once identified, incidents or allegations of bullying will be fully investigated and documented.
- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences will be discussed and implemented.

Phase 4: Post Violation

- Consequences for students who are identified as demonstrating bullying behaviour within the school context will be the same as for other serious behaviours, i.e. consequences will be individually based and may involve:-
 - exclusion from class.
 - exclusion from the playground.
 - school suspension.
 - withdrawal of privileges.
 - ongoing counselling from appropriate agency for both victim and bully.
- Early intervention strategies suggested as part of the school's Behaviour Management Policy will also be implemented, e.g. the reinforcement of positive behaviours classroom meetings, the use of relevant support

structures, ongoing monitoring of identified offenders, rewards for positive behaviour.

- If Bullying is identified, it is specifically noted under Bullying via the tracking and monitoring software we use (Engage).

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.

At St Stephens School, the BCE Engage support system is utilised to track and record both minor and major behaviours. Teachers are asked to record incidents to inform the Support team of the behaviours displayed in class. The Administration Team and STIE, receive daily updates regarding any incidents that have been recorded on Engage. This data is used to inform and guide decisions being made at Student Well Being and Wrap around meetings. Student Well Being meetings are a part of a school wide process to support students and teachers. Teachers raise their concerns regarding a student to the Student Support Team via a request for support on Engage. The Student Support Team comprises of the school's Principal, APRE/APA, STIE, Guidance Counsellor, LET and PB4L representative. The Support Team and Classroom Teacher/s meet to discuss the learner and strategies to implement to assist the student. The Team will meet at a later date to review the student and, if required, discuss additional strategies (Tier 2).

Wrap around meetings are held fortnightly (or more frequently if the need arises). These meetings are attended by the Leadership Team including the school's Principal, APRE, APA, STIE, Guidance Counsellor and PLL. These meetings are held to analyse universal school data, targeted supports and prioritise students requiring or enrolled in targeted and personalised supports.

The PB4L Team can also use this information from Engage (through BI on Spire) to inform them of areas of support required for both teachers and students. This will be discussed and presented at Staff meetings as the need arises.

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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 policy.

Appendix A - Behaviour Definitions

Minor Behaviours

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

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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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'

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where 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.

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, 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.

	Descriptor	Definition	Example
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

Approver: Principal

Issue date: dd/mm/2019

Next review date:

dd/mm/20yy