

St Rita's Babinda

APPROVAL DATE: 24/01/2022

NEXT REVIEW DATE: 14/02/2023

Whole School Behaviour Support Plan

Purpose

The purpose of MTSS – E is a framework that allows St Rita's to improve engagement and wellbeing for students. Student engagement refers to the degree of attention, curiosity, interest, optimism and positive connections that students have when they are learning. The aim of our Whole School Behaviour plan is to support student engagement, by providing systems, implementations and expected behaviour to our families, staff and students.



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

School Mission and Vision

Our Vision

St Rita's school is a dynamic learning community strengthened by our Mercy heritage and inspired through the teachings of Jesus Christ. We are connected and compassionate to the needs of our community and are proud of our local Wanyurr-Majay culture. We engage our learners through relevant and hands-on experiences, bringing joy and confidence to learning.

Our Mission

Community * Connection * Joy * Dynamic * Hands on * Relevant

Our Mission is to be a community of faith, fostering fellowship and responding with professional practices to the needs of those entrusted in our care.

Our School Context

As a Catholic primary school, St Rita's is welcoming to all who seek to share in what our school community has to offer. St Rita's strives to provide an engaging learning environment that allows all children to achieve their personal best. We don't simply teach curriculum, rather we aim to develop our young students as life-long learners who are empowered to learn and who are keen to contribute to the 21st century society we live in.

St Rita's Catholic Primary School was founded by the Sisters of Mercy in 1926. The tradition and culture of the school is centered on providing a holistic education to all students within the rural setting of Babinda. The picturesque town is located 45 minutes south of Cairns, 20 minutes north of Innisfal, and situated at the base of Mt Bartle Frere. The industry of Babinda is agricultural and was historically based on sugar, which has supported the town for many years.

The Curriculum has an SEL (Social and Emotional Learning) focus as we believe students are best invested in their learning when their SEL needs are met. At St Rita's we are strongly committed to ensuring our students leave St Rita's with the necessary skills for life; such as, organisation, resilience, getting along skills, persistence and confidence to be successful. Our commitment to this is demonstrated by our Parent-student-teacher led conferences, which focus on a continued effort towards Social and Emotional well-being.



Social and Emotional Development Rubric - 2023

	Commendable	Acceptable	Needs Attention
Work Confidence	I almost always attempt hard work first before asking for help. I frequently contribute constructively to class discussions. I frequently raise my hand to answer a difficult question. In almost all areas of schoolwork, I believe that I will be successful.	I often attempt hard work first before asking for help. I often contribute constructively to class discussions. I often raise my hand to answer a difficult question. In many areas of schoolwork, I believe that I will be successful.	Sometimes I attempt hard work first before asking for help. Sometimes I contribute constructively to class discussions. Sometimes I raise my hand to answer a difficult question. In some areas, I am developing the belief that I will be successful.
Getting Along	I always work well with others. I always follow school rules. I resolve disagreements peacefully. I have excellent friendship-making skills. I always try to help others.	I often work well with others. I generally follow school rules. I often resolve disagreements peacefully. I have good friendship-making skills. I often try to help others.	Sometimes I work well with others. Sometimes I am starting to conform to school rules. I am still learning how to resolve disagreements peacefully. I am still learning how to make friendships. Sometimes I will try to help others.
Work Organisation	I have a goal to do his/her best in all areas of schoolwork. I consistently listen and keep track of when an assignment is due. I am punctual and use my time well. I always put things away. I always have my supplies ready.	I often seem to have the goal to do his/her best in some areas of schoolwork. I often listen and keep track of when an assignment is due. I am usually punctual and plan time well. I usually put things away. Usually has supplies ready.	Beginning to set the goal of being successful and doing his/her best in different areas of schoolwork. Sometimes I listen and keep track of when an assignment is due. I need to be reminded to be punctual. I need to be reminded to pack things away.
Work Persistence	I always work through difficult work. I always stay with tasks until they are completed.	When I encounter difficult work I usually don't give up. I often with difficult tasks until they are completed.	When encountering difficult material, show signs of sticking with it and not giving up. Beginning to stay with difficult tasks until completed.
Resilience	I almost always remain calm in confronting or challenging situations. I always bounce back when conflict arises.	I usually remain calm in some but not all confronting situations. I Usually bounce back to work or play.	Sometimes I stay calm in difficult or challenging situations. Sometimes I am seen to bounce back to work or play.

The curriculum is designed with individualised and tailored teaching and learning to meet the needs of each learner. We believe that students bring many varied strengths, gifts and needs to our school community. It is our belief that an inquiry based learning allows students to showcase their talents, instills confidence and promotes success within.

The school community recognises and encourages the parents as the first educators of the children and works in partnership with all families to develop the children's potential. The students and families are encouraged to be active members of the local Babinda community through events such as the Harvest Festival.

The school community recognises and encourages the parents as the first educators of the children and works in partnership with all families to develop the children's potential. The students and families are encouraged to be active members of the local Babinda community through events such as the Harvest Festival. The Parents and Friends Association is active in the community, helping to make links and build positive relationships.

Learning and Teaching at St Rita's defines a consistent and effective teaching approach to deliver the curriculum to ensure that we:

- excite and empower learner
- to enjoy, shape and enrich our changing world,

- inspired by the Gospel of Jesus Christ.

St Rita's School has at its very heart, the values of Learning, Love, Community and Respect, as Jesus showed. Together with engaged and supportive parents, the staff of St Rita's create a safe and stimulating learning environment where each child has the opportunity to achieve his or her potential.

All staff at St Rita's are committed to improving **well being and learning for all students**. Guided by the [Diocesan School Effectiveness Framework](#) learning and staff are committed to identifying, understanding and implementing better learning and teaching practices, and a high priority is given to evidence based teaching strategies that have been demonstrated through research and practice to be highly effective.

The [Diocesan Learning Framework](#) further informs the work of learners and teachers.

The importance of a holistic education is highlighted in all aspects of teaching and learning at St Rita's. The development of the mind, body and spirit is recognised as being central to the growth of the individual child. A well-rounded curriculum, which develops the cognitive, physical, social, emotional, creative and spiritual domains, taught in small classes ensures that the most engaging, enriched learning experiences are planned for your child.

Consultation and Review Process

St Rita's developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with Parents and Friends Committee, our School wide positive behaviour plan for learning committee and coach, and distribution of the draft plan for comment and review. Please note that this document is consistently in review and looked at thoroughly by stakehold members twice a year, to ensure consistent alignment and practices are in place.

S

Systems

O
an

behaviour supports,

S
o
a
P
a
S
P

members of
ment. To
to foster
appropriate
St Rita's
RIGHTS,

W

M
be
in
ev
as
de

MTSS)

positive
to achieve
by using
ours that
stages of



l-wide
pport:
Self-
ositive
pports,

C

A
(D
di
W

supports
will need
t school.

W

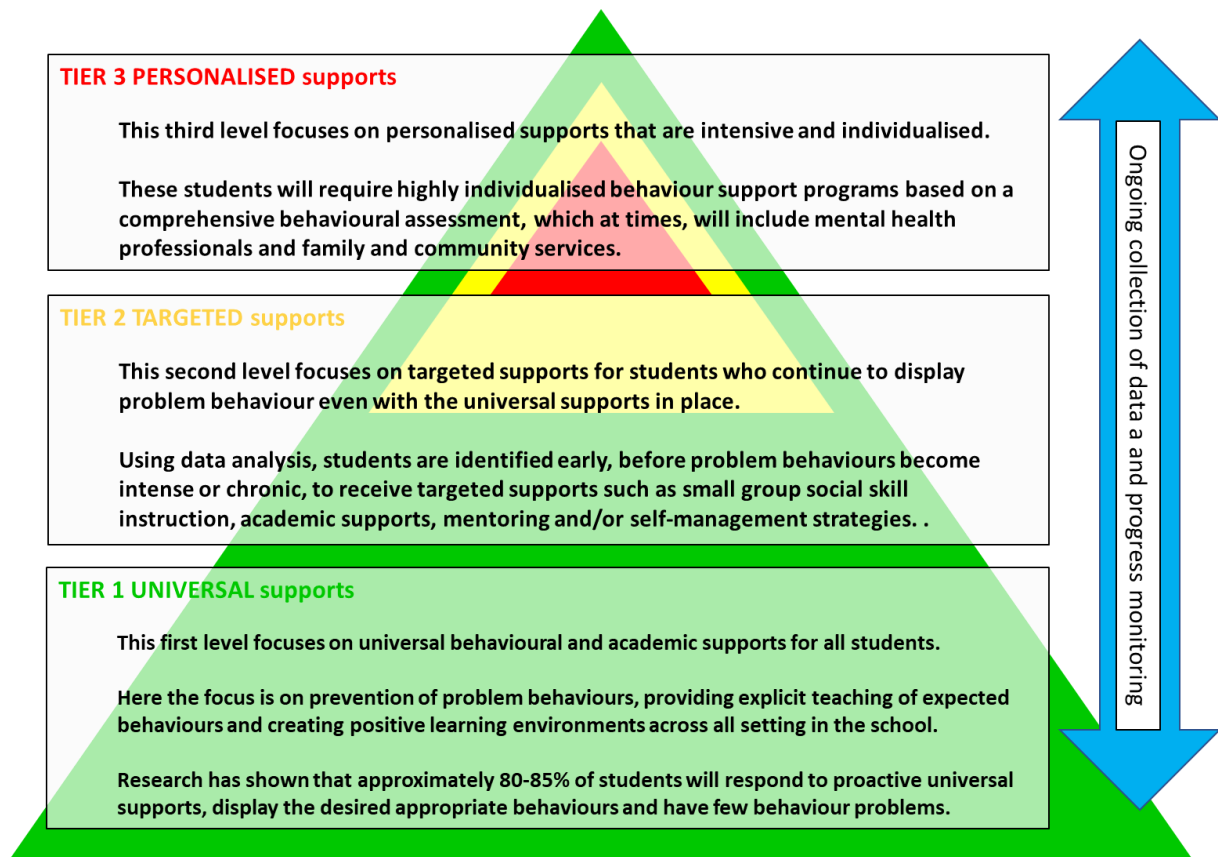


Diagram 2: Multi-Tiered Systems of Support (MTSS)

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.

4. Student Behaviour Support Leadership & Professional Learning for School Staff

At St Rita's Babinda, we have an MTSS consultant team which meet fortnightly to analyse behaviour trends, brain storm solutions and guide and implement Professional Learning for Staff. Using Essential skills, teachers are encouraged to adapt and attend to both minor and major behaviours. Our team comprises of Tim Ryan (CES Consultant), Michael Rowe (Principal), Sam Benvenuti (Leader of Learning and Teaching) and Maryjane Masina (Teacher).

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports


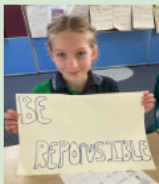

1. Clarity: Our Expectations

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:

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. Our working matrix allows us to teach proactively and to provide students and parents with positive messages about behaviours for learning at school.

Be respectful in our communities
 Be responsible with our learning
 Be safe in all our interactions

ST RITA'S BABINDA STUDENT BEHAVIOUR EXPECTATIONS					
-OUR FAITH- WAYS OF BEING	LEARNING	RESPECT	COMMUNITY	FAITH	
ALL AREAS	CLASSROOM	ONLINE	PLAY	PERSONAL	
BE RESPECTFUL IN OUR COMMUNITIES 	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Use polite language and manners Respect and care for the school environment 	<ul style="list-style-type: none"> Greet an adult politely when spoken to Enter and exit room in an orderly and quiet manner Listen politely when a person is speaking Raise your hand to speak if that's the teacher's expectation Walk and speak quietly Sit on furniture properly 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite with all online communications Being respectful of school equipment Only being online when the teacher has given you permission 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe: wear the school hat Be inclusive - allow others to sit and play with you Collecting and returning play equipment 	<ul style="list-style-type: none"> Respect privacy of others in the Toilets Take care of your own personal belongings
BE RESPONSIBLE WITH OUR LEARNING 	<ul style="list-style-type: none"> Ask permission to leave the classroom Follow the bell quickly and wait for teacher Be in the right place at the right time Follow instructions immediately Return Library Books on time Be responsible for your own rubbish 	<ul style="list-style-type: none"> Be prepared for all lessons Be on task and complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post and engage with appropriate content online Use computers as you've been instructed Be responsible at all times with the programmes chosen and must be approved by an adult 	<ul style="list-style-type: none"> When the bell rings return equipment, wash hands and line up for lunch Remember to bring your hat to break Be a problem solver Have a drink of water and go to the toilet before the bell 	<ul style="list-style-type: none"> Eat your own lunches Sit in the eating area Be responsible for your own lunch box Clean up around you at lunch time Bags hung on racks and zipped shut Wear the school uniform correctly at all times, bring a note from a parent if you are unable to do this.
BE SAFE 	<ul style="list-style-type: none"> Respect others' personal space Care for all personal and school equipment Clean up after yourself Wait your turn Wear shoes and hat at all times 	<ul style="list-style-type: none"> Respect others' right to learn Talk in turns Listen to the speakers – eyes on the speaker Use equipment safely and appropriately 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Stay in designated areas Stay in school grounds Be mindful of others 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food Wear shoes at all times unless directed by an adult at our school.

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.

3. Feedback: Encouraging Productive Behaviours for Learning

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements

(William, 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.

Our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non- contingent) and a tangible reinforcement system.

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:

- At St Rita's Babinda we use the YCDI intervention for students who may be struggling with social and emotional learning where students will work in small groups with our Counsellor and Social and Emotional Wellbeing Leader
-
-

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 MTSS-E.

Personalised supports currently on offer at the school include:

- Individual Behaviour Support Plan for students identified as Tier 3
- Pro – active, Collaborative Problem solving (Dr Ross Greene)
- School Counsellor support services
- Diverse Learning Team case management – Planning and implementation of individualised support plans and monitoring behaviour
- Partnerships with outside support agencies and specialists

Social and Emotional	✓	Behavioral	✓	Cognitive	✓
Positive feelings about their teachers	✓	Attentive in class	✓	Takes ownership of learning	✓
Sense of belonging	✓	involvement in extra curricular activities	✓	Invested in their learning	✓
Value learning and their work	✓	Completing assignments and class tasks	✓	Strong academic self-concept	✓
Positive feelings about their peers	✓	Ready to learn	✓	Takes pride in their work	✓
Identify with the school culture	✓	Participating in class activities	✓	Engage with teacher and other students	✓
Confidence and resilience	✓	Concentration	✓	Copes with failure	✓
Intentional interactions	✓	Active in class	✓	Proactive role in instruction	✓
Builds relationships- student to teacher	✓	Effort in learning areas	✓	Practises resilience	✓
Self regulates	✓	Collaboration and communication with peers	✓	Intrinsically motivated	✓
Connectedness to school	✓	Persistence with work	✓	Questions and makes connections	✓
GOAL:		GOAL:		GOAL:	

4. Feedforward: Responding to Unproductive 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. For some students, the behaviours they are using appear to meet their needs. When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

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

- consistency
- least intrusive strategy
- specific, yet brief
- quiet, respectful interaction with the student
- refocus class if needed

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under 4 evidence-based approaches:

<p>Least Intrusive</p> 	<p>INDIRECT Instructional strategies</p>	<ul style="list-style-type: none"> • Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately • Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour. • Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary. • Cueing with parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving appropriately who is nearby to a student behaving inappropriately. Praise the student after behaviour has been corrected.
	<p>DIRECT Instructional strategies</p> <p>Direct strategies are used after indirect</p>	<ul style="list-style-type: none"> • Verbal redirection - this interaction should ideally use the language of the school's expectations, matching the response to the frequency and severity of the behaviour <ul style="list-style-type: none"> - Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8) - Questioning to redirect - Rule reminder - Re-teach behavioural expectations. - Provide choice (ESCM 9) (provide statement of two alternatives, the preferred behaviour and a less preferred

Most Intrusive	strategies have been used	choice). <ul style="list-style-type: none"> Follow-through (ESCM 10) – supervised time-out in/out of classroom, logical consequence applied (leads to problem-solving and restorative steps outlined below)
	Problem-solving	<ul style="list-style-type: none"> Teacher – student conversation Work it out together plan Teacher – student – parent meeting Teacher – student – leadership conversation
	Restorative	<ul style="list-style-type: none"> Student apology Restitution / repair Restorative conversation
De-Escalation		<ul style="list-style-type: none"> Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual IBSP and management of escalated behaviour plan

N.B. The above table shows examples of the ways in which we respond and are not designed as a list of prescribed approaches to unproductive behaviours. The responses may include examples from one or all domains.

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 (as outlined on page 2 above).

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

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

Your school/college needs to state bullying definition and types of bullying as per Engage Student Support System Major behaviour – Bullying/Harassment.

Outline anti-bullying and cyberbullying pro-active, preventative strategies – whole school, class, and individual supports – offered, as well as professional learning opportunities for staff.

A process flowchart or continuum of responses, including reporting of bullying by students and/or parents is may be placed here.

Refer to Student Bullying: Prevention and Response Policy and the Student Bullying Prevention and Responses in Schools Guidelines.

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The CES Engage Student Support System is the database all CES 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.

As a professional learning team



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

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)

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.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behavior in schools*. New York: Guilford Press.

Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.

Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support* (pp359-390). New York: Guilford.

Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.

Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer

Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.

Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.

Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.

Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sopris West.

Appendix A – Our commitments and expectations (example)

Aligned with 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.

	What you can expect from us	What we expect of you
<i>Be safe</i>	<i>We will create a safe, supportive and inclusive environment for every student.</i>	<i>You ensure your child interacts with and participates in their scheduled educational program (online / telephone / face to face) and notify the school promptly of any absences or changes in contact details.</i>
	<i>We will maintain confidentiality about information relating to your child and family</i>	<i>You respect the obligation of staff to maintain student and family privacy.</i>
	<i>We will act quickly to address social media issues that affect staff, students or families</i>	<i>You respect school, student and staff privacy in your online communications.</i>
	<i>We will work to quickly address any complaints or concerns about the behaviour of staff, students or other parents.</i>	<i>You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.</i>
<i>Be respectful</i>	<i>We will ensure positive behaviours are role modelled, and will be clear about our learning and behavioural expectations, including providing regular feedback about your child's progress.</i>	<i>We will ensure positive behaviours are role modelled, and will be clear about our learning and behavioural expectations, including providing regular feedback about your child's progress.</i>
	<i>We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.</i>	<i>You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.</i>
<i>Be a Learner</i>	<i>We will welcome you as partners in the learning process</i>	<i>You work collaboratively with us to ensure quality outcomes for our students.</i>
	<i>We will share relevant information with you about your child's learning, and their social and behavioural progress at school.</i>	<i>To share relevant information about your child's learning, social and behavioural needs with school staff.</i>
	<i>We will provide a suitable learning environment for students.</i>	<i>[.....]</i>

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	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>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.</p> <p>Can also include 'flaming' and online hate sites/bash boards</p>
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.
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.
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