

ST LUKE'S STUDENT BEHAVIOUR SUPPORT PLAN



This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting St Luke's to create and maintain a safe and orderly learning and teaching environment.



VISION AND MISSION STATEMENT

VISION STATEMENT

St Luke's is a welcoming and inclusive community on a journey of faith. We are committed to providing quality teaching and learning opportunities that achieve individual excellence and foster Catholic values.

MISSION STATEMENT

In the spirit of our Patron Saint, Luke, and the Presentation Charism, our mission is to provide a learning environment that supports, challenges and inspires all its members to reach their individual potential and to be valuable contributors to their community.

OUR VALUES



Faith



Respect



Care



Love

Our School Context

St Luke's is a Prep-to-Year 6 school located in Redlands City with 350 students currently enrolled. Families who attend St Luke's School mainly reside in the suburb of Capalaba and nearby areas. St Luke's is a diverse community in terms of socio-economic status and educational background. There are currently 14 classes across P-6 with the bulk of the student population in the P-3 Year levels. Our dedicated staff includes: 26 teaching staff (including specialist teachers, support teachers, and members of the leadership team); 15 school officers; and a part-time Guidance Counsellor.

Consultation and Review Process.

St Luke's updated their Student Behaviour Support Plan aligned with our vision, which ensures a consistent approach to Student Behaviour Support within the school community. By revisiting and researching proactive practices, we are continuing to engage in Positive Behaviour 4 Learning Training to enhance student behaviour in our school community. The plan is reviewed annually and a high-level performance check every two years.

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.

Appropriate student behaviour is essential for all teachers. Personal and Social Capabilities are identified within the Australian Curriculum as an essential element required of all young Australians to become successful learners, confident and creative individuals and active and informed citizens. With this in mind, staff will be focusing on the enhancement of these capabilities to inform their decisions around the teaching of social skills. Parents will also be engaged through parent information opportunities to inform them of the Personal and Social Capabilities for our students and how they can be reinforced at home.

Effective learning and teaching should be based on the principles of consistency, fairness and engagement. This starts in the classroom with each individual student.

St Luke's Vision for Learning.



VISION FOR LEARNING

Guided by our Catholic faith, St Luke and the charism of the Presentation Sisters, learning at St Luke's is valued, nurtured and lived. We recognise that students learn in different ways, in different settings, and at different rates.

Learning at St Luke's is...

ENGAGING AND REFLECTIVE

We believe that high quality schooling is essential to promote a culture of equity and excellence.

- Rich, relevant and engaging learning opportunities which inspire students to grow, foster a sense of inquiry and a life-long love of learning
- Cultivating the mindset of a learner by establishing a common language, clear learning intentions, learning goals and criteria for success
- Responding with feedback that moves learning forward and motivates students to achieve success
- Building the St Luke's dispositions of learners: resilience, persistence, wonder, communication and challenge
- Improving student outcomes through precision in pedagogy and use of data

INCLUSIVE

We believe that relationships which support diversity, promote self-worth and respect are central to the learning process.

- Providing a nurturing and safe environment
- Embracing tolerance and acceptance, appreciation and personalised learning for a diverse range of learners and learning styles
- Fostering respectful and collaborative partnerships between students, teachers, parents and carers, and school and community members.

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.

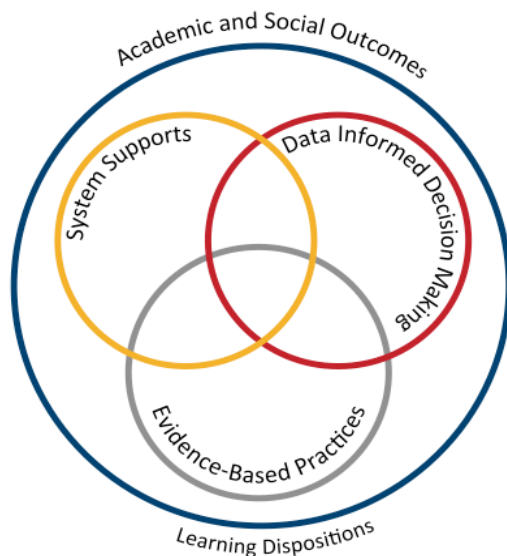


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).

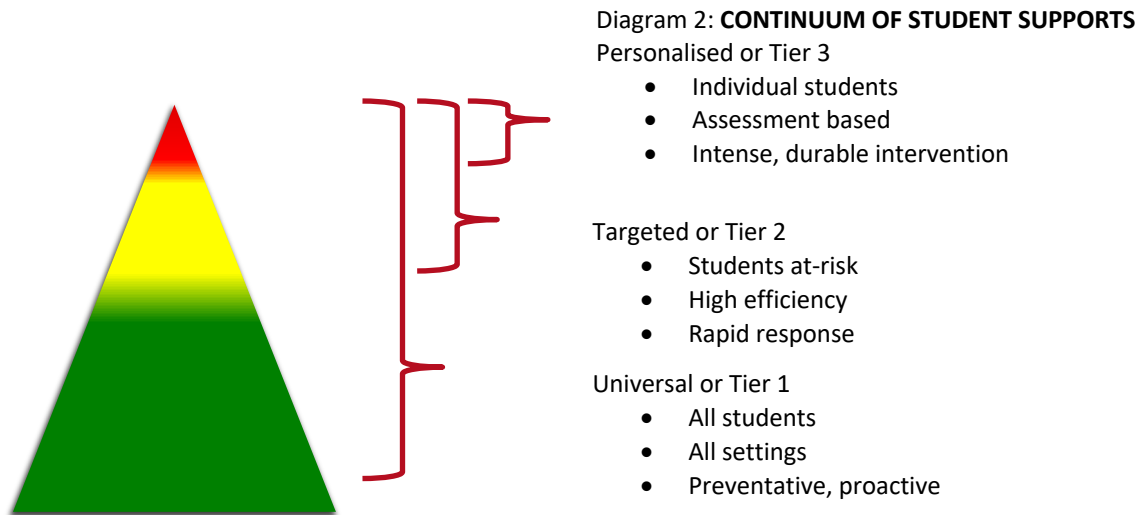
Tier 2 Targeted Supports:

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 staff

St Luke's has a dedicated Positive Behaviours for Learning Team that comprises of Administration, PLL, ST:IE, Classroom teachers, Specialist teachers and the Guidance Counsellor. The whole staff have been led in professional development by BCE Education Officer for Student Wellbeing (BCE EO:SW). The school's PB4L team meet regularly with BCE EO:SW to revisit and refine our school beliefs and expectations of learning and behaviour.

All teachers and school officers are re-trained annually and are responsible for the implementation of PB4L at St Luke's.

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.

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:

- Beginning of the school year
- Weekly assembly
- Time built into first 4 weeks of school year and revisited regularly
- Fortnightly learner quality and behaviour matrix focus
- Student leaders support younger students
- Peer mediators
- Student orientation and transition visits

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan William, 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. 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:

- Class teachers are encouraged to use a 4:1 ratio – positive comments to create a positive atmosphere in classrooms
- Classroom practices that encourage expected behaviours- routines and transitions clearly defined and explicitly taught
- Class reward incentives
- Teacher proximity, redirection, refocus and reteaching of concepts, non-verbal cues and reminders

- Weekly awards on assembly- focus on learner qualities and “Luke’s” behaviours
- Brain breaks- e.g. sending students on drinks, errand, etc.

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:

- Check In – Check Out process
- Blue Room option from playground- quiet withdrawal space, social skilling
- Social Skills programs- Friendology, Girl Power, Zones of regulation
- Bully Ed program
- Adjustment to curriculum, learning environment and/or participation expectations
- Explicit re-teaching of St Luke's Expectations Matrix

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.

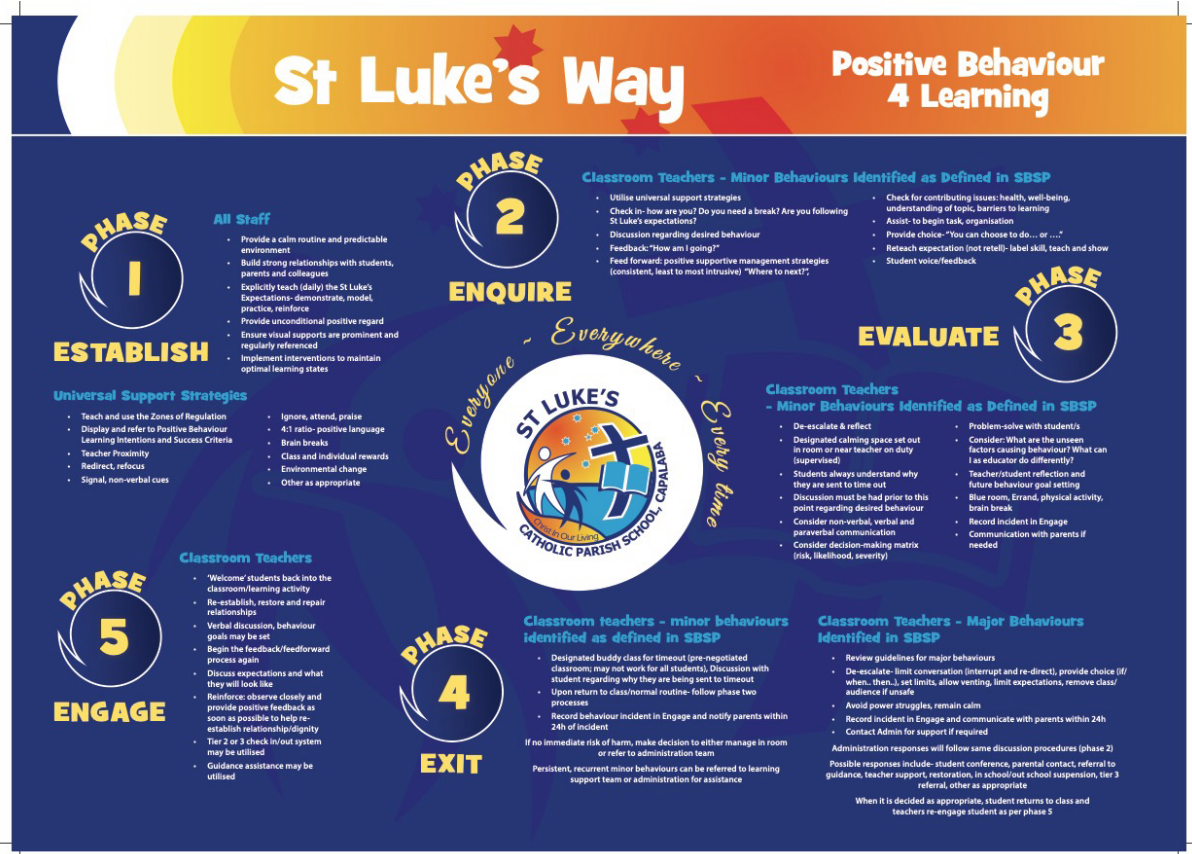
Personalised supports currently on offer at the school include:

- Functional Behaviour Assessment
- Individual Behaviour Support Plan
- Personalised Learning Plan
- Support from staff – ST:IE, GC
- Partnership with outside support agencies and specialists

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. This process is clearly outlined in the “St Luke’s Way” reference guide.



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.

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:

De-escalation	Problem-solving	Restorative
<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 • Individual support and management plan 	<ul style="list-style-type: none"> • Teacher – student conversation • Teacher – student – parent meeting • Teacher – student – leadership conversation • Support team conversation • Reflection sheet- work through with student 	<ul style="list-style-type: none"> • Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference

5. BCE Formal Sanctions

- Suspension – as determined by a member of the Administration Team, entered into Engage, parents notified by telephone or in person where possible, official documentation from Engage provided, re-entry process facilitated by Leadership.
- Exclusion – would only be considered by Administration in consultation with BCE Senior Leader and Executive Director after all avenues have been exhausted or a serious safety risk is involved.

For appeals, the school aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (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, the Australian Education Authorities resource [Bullying NoWay!](#) and the Australian Psychologist Institute program Bully Ed to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

Bullying is the “repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons” (Rigby 1996). Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, online gaming, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Luke's, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

2. Teaching about Bullying and Harassment

At St Luke's, we take a positive, proactive approach to bullying by explicitly teaching the Bully Ed program and, in conjunction with the five anti-bullying strategies displayed on the Break Through Bullying "be AWARE" to all students in our school. The strategies are as follows:

A is for Ask them to stop

W is for Walk away

A is for Ask a teacher to help

R is for Remember to ignore

E is for Even try to make friends

3. Responding to Bullying and Harassment

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.

Investigating Potential Bullying

When an investigation about bullying is required, the following procedures will be followed:

1) St Luke's adopt a 'no blame' approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

2) If bullying is identified, leadership team members may choose to use the following methods with the children involved:

- Method of shared concern
- Mediation
- Individual counselling

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

3) Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan.

Support for the target and perpetrator

We support the target in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or a member of administration
- Informing the child's parents
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child
- Offering continuing support when they feel they need it and encouraging immediate reporting of incidents
- Taking necessary actions to prevent more bullying

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher or a member of administration about what has happened and the behaviours the child has been displaying
- Informing the child's parents
- Continuing to monitor the child's behaviour and offering appropriate support
- Enforcing appropriate consequences that are linked to the child's bullying behaviour

4. Preventing Bullying and Harassment

St Luke's provides a safe, supportive and inclusive school to prevent bullying and harassment through:

- Whole school assemblies – outlining behaviour expectations and strategies to deal with incidences of bullying. Each week, the behaviour expectation is outlined, examples provided and strategies as to what to do if encountered are outlined to all students.
- Staff communication and professional learning from evidence-based ways to encourage and teach positive social and emotional wellbeing and to discourage, prevent, identify and respond effectively to student bullying behaviour.
- Communication with parents through the school's fortnightly newsletter that promotes a positive school culture where bullying is not acceptable and refer parents and the community to our Student Behaviour Support Plan on the public website.
- Explicit teaching of the social and emotional competencies through the Australian Curriculum version 9.
- Programs such as Bully Ed, Friendology and Bullying No Way are used in classrooms.

5. Key contacts for students and parents to report bullying

Denita Castley – Principal – 3245 9595

Peta Brookwell – APRE – 3245 9595

Kate Mason – Guidance Counsellor – 3245 9595

Cyberbullying

Cyberbullying is treated at St Luke'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.

Resources

Australian Curriculum
 Bully Ed
 Bullying NoWay
 Friendology
 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 Luke's Student Support Team, members consisting of Principal, APRE, PLL, GC and ST:IE's, meet each week and analyse the behavioural data and provide feedback and support to staff, students and families. Targeted or personalised supports are recorded in Engage and communicated with families.

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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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.

	Descriptor	Definition	Example
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
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	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	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

Approver: Denita Castley Principal	Issue date: 4 February 2026	Next review date: February 2027
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