St Peter Chanel
Catholic Primary School, The Gap

BEHAVIOUR SUPPORT PLAN

The Truth In Love

Self
Others
Learning
Environment

Behaviour Support Plan
Vision and Mission Statement

Vision

In a spirit of truth and love, we draw on our Ignatian and Marian traditions, as we grow our love of learning with a commitment to hope, justice and charity.

Mission

As we journey in the footsteps of Jesus, drawing on our Catholic tradition, we are inspired by the Spirit. We embrace life with passion and creativity, as we grow and develop as lifelong learners. We aspire towards excellence and equity for all. Nurtured and enriched by our Gospel virtues, we empower our community to care for our common home and to make a positive contribution for a better world.

Virtues

C harity | we serve others with selfless generosity
H ope | we embrace the future with confidence
A cceptance | we welcome all with open hearts
N urture | we are stewards of God's creation
E xcellence | we strive for excellence and equity for all
L ove | we live out Jesus' commandment to love one another

We are CHANEL

A Brisbane Catholic Education School

Policy Statement and Guiding Principles

We see our school as one that is welcoming, safe, dynamic and inclusive; where staff, parents and members of the community work in partnership to ensure the personal success of each and every student. Staff collaborate to set high academic and behavioural standards for students. Social and emotional skills are valued as essential to our students' growth and development and as such, are explicitly taught to support our students to be the best they can be. We put our students first and believe in instilling the following learner qualities where they are called to be curious, self-motivated, a risk taker, persistent and reflective.

We hold the expectation that members of staff, parents and carers will support our Behavior Support Plan.

Our School Context

Set in a spacious bushland environment, the community of St Peter Chanel School is located in the inner western Brisbane suburb of The Gap. Parents are active in our school community in a variety of ways. There are approximately 130 students across seven classes. There are a number of full-time, part-time and specialist teachers (Japanese, PE, Visual Art and Instrumental) and a variety of support staff (Support Teacher: Inclusive Education, Guidance Counsellor and School Officers). St Peter Chanel School is a place where our children are encouraged to work and reach their full potential as individuals and as members of the wider community.

Consultation and Review Process

St Peter Chanel developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our School Board, and distribution of the draft plan for comment and review. A review of school data, including the use of the BCE Student Behaviour Support System (SBSS) relating to school behaviour incidents, attendance and disciplinary absences, informed the Plan. The Plan was endorsed by the principal, and the School Board, with this version being a second revision of the plan originally created in 2014. The Plan will be reviewed every 2 years, with a high-level check performed annually.

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.

Behaviour support and management is core business for all teachers. Excellent teaching and learning are supported by a safe, positive and productive learning environment, based on the principles of consistency, fairness and engagement. This starts in the classroom with each and every individual student.

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current relevant literature in positive behaviour supports:

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Australians (MYCEEDYA, 2011).
- Every day at school, students have opportunities to learn and practise social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned; therefore, responsible behaviour can be taught.
- Student discipline is best achieved through defining, teaching and modelling expected behaviours.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.

- For behaviour change to occur, we must use positive approaches which strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success (DET, 2017).
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens requires ongoing teaching, encouragement and correction.
- We set clear expectations for behaviour and learning across the whole school community (DET, 2017).
- An integrated system of school-wide classroom support and individual student support plays a central role in improving behavioural outcomes and developing learning dispositions for the students we serve. They also contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of 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 assist students to access learning – academically and socially - at all stages of development throughout their education.
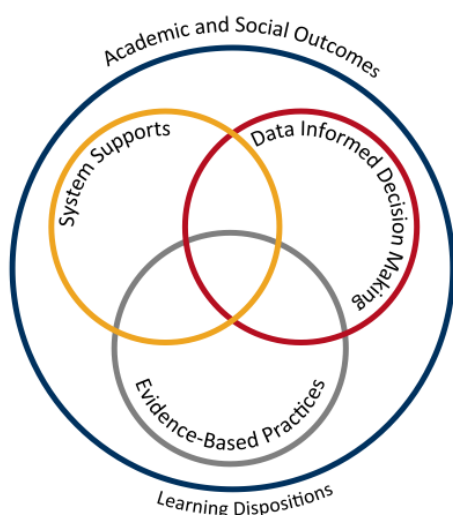

Diagram 1 - Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self Assessment,* by OSEP Centre On positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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 behavioural problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).
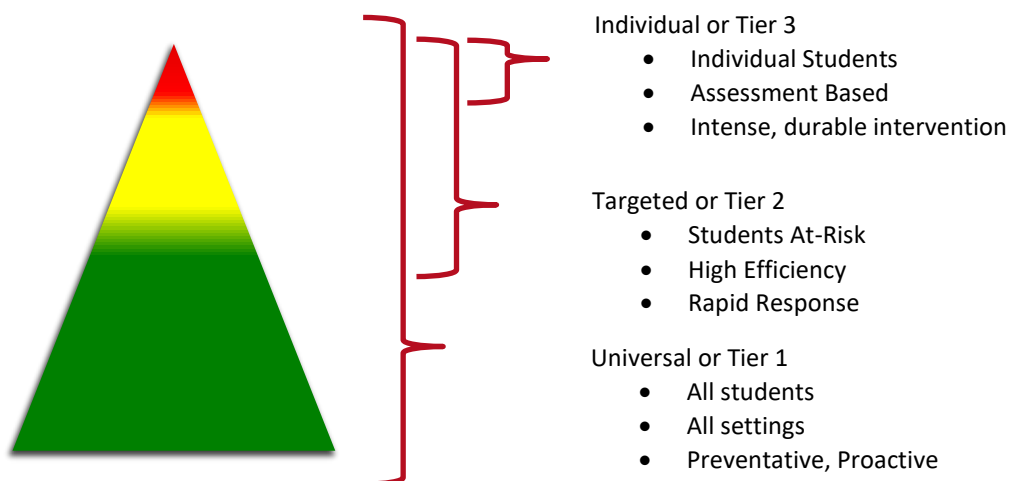
Tier 2 Targeted Supports:

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.

Diagram 2

Individual or Tier 3
- Individual Students
- Assessment Based
- Intense, durable intervention

Targeted or Tier 2
- Students At-Risk
- High Efficiency
- Rapid Response

Universal or Tier 1
- All students
- All settings
- Preventative, Proactive

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

At St Peter Chanel we are implementing a PB4L school team consisting of Leadership Team members (Principal, APRE) as well as teachers and school officers. Team members meet regularly, and are accessing professional learning opportunities on universal, targeted and individual supports provided by BCE specialists to build capacity in implementing PB4L framework.

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:

Love Self – You are important
Love Others – We need to work together
Love Learning – It is why we are here
Love Environment – It is ours to look after

Our school behaviour matrix is a visual tool which outlines the expectations of the behaviours we expect all students and staff to learn, practise and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

We are CHANEL | Positive Behaviours For Learning (PB4L) 2024 · A Brisbane Catholic Education School

These expectations are complimented by the code of conduct expected within the community.

At St Peter Chanel we expect that children will

- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including their right to learn
- co-operate with staff and others in authority.

At St Peter Chanel we expect that parents/caregivers will

- show an active interest in their child's schooling and progress
- co-operate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students

- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, well-being and behaviour
- agree to act respectfully and honestly
- contribute positively to behaviour support plans that concern their child.

At St Peter Chanel we expect that staff will

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management
- maintain student attendance records.

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, practise, 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:

Positive School Culture

Every Monday morning our school community gathers together for Courtyard Prayer, and fortnightly on a Friday afternoon we gather for Assembly. During these times, we create and enrich our positive school culture through celebration and prayer, presentations, awards, rules and anti-bullying reminders. Other focus areas may include *You Can Do It*, growth mindset and learner quality themes as well as the raising of awareness of current school events.

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

- Praise/encouragement (verbal/non-verbal/written)
- Token/point/star systems (individual/group goal setting)
- Public display of work (classroom, Library)
- Individual class or year level rewards (sticker books, stamps, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, APRE, other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, 'outside' achievements)
- Articles in the St Peter Chanel School Newsletter (a weekly electronic publication).

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts, through a variety of awards at our school. The following St Peter Chanel Awards outline the variety which are available for teachers and other staff to use when acknowledging the achievements of our students.

Merit Certificates

At St Peter Chanel, we believe every child is worthy of receiving a Merit Certificate to celebrate and acknowledge significant academic, personal or social achievements. At the fortnightly Assembly, teachers and specialist teachers have the opportunity to present a student from their class/es a St Peter Chanel School Merit Certificate. These awards should:

- Acknowledge achievements made by students in a public forum
- Be awarded to up to two children from every class each fortnight

St Peter Chanel Virtues Awards

These awards acknowledge in students an openness to demonstrate the CHANEL Virtues of Charity, Hope, Acceptance, Nurture, Excellence or Love. They are typically awarded at the final assembly of each term.

Spirit of St Peter Chanel Certificates

The class teacher can nominate a student for a *Spirit of St Peter Chanel Certificate* for significant and distinguished demonstration of our school CHANEL Virtues. These are awarded at the final Assembly of the school year.

Special Awards

At the end of year Farewell Liturgy for Year 6 students and their families the *Rotary All Rounder Award* is presented. This award acknowledges the Year 6 student who, in the opinion of members of staff, has consistently achieved across a range of academic, sporting and service activities, while maintaining a positive attitude and a sense of pride in our school.

3. Feedback: Encouraging Productive Behaviours for Learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term 'feedback' for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning. Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for the school and classroom include but are not limited to:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
• Awards for CHANEL Virtues	• Class encouragers
• Gotcha Ticket in a weekly draw	• Points system for class reward

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 Behaviour Education Program (Horner)

The program 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 ultimate goal is to move the student to self-management.

- The Check and Connect 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.

- The Social Skills Club

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 (refer to page 6 onwards), this type of targeted support occurs in smaller groups with students who require additional practise and feedback on their behaviour.

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).

Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that the student experiences before the behaviour of interest), behaviours (what the student does) and the consequences (what the student experiences after the behaviour of interest). The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000). The FBA, together with the function-based intervention procedures, provides the bulk of the information needed to develop an effective and long-lasting Behaviour Intervention Plan that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur.

Interventions linked to the function or purpose of the behaviour, have proven to be more effective than interventions that simply increase reinforcement for 'appropriate' behaviour and penalties for problem behaviour (Umbreit et al, 2007).

FBA is a flexible process that can be adapted to many situations. The complexity of the process will be informed by the complexity of the situation. The FBA process and the development of an individual plan may include:

- The collection of background information through student files and interviews with relevant stakeholders, including the student and their parents
- Observations in the classroom
- Collaborative meetings to share information and plan effective intervention strategies
- Teaching replacement behaviours
- Creating routines and environments to facilitate success
- Monitoring and evaluating the effectiveness of the behaviour plan

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:

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

If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies, with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment.

Crisis prevention strategies may include giving a student time away from their regular program in a separate area in the classroom, in another supervised classroom or by a member of the School Leadership Team in the office area. The intent of the 'time away' is for a student to regain control of their own behaviour.

For 'office managed' behaviours, the behaviour is more serious or a chronic disruption, and there are concerns for the safety of the student or others or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership Team which may include more intensive teaching and/or restitution activities, together with strategies to help the student handle future situations. Parent/carer conferences may also take place following such behaviour.

A small number of staff members have been trained in Management of Actual and Potential Aggression (MAPA) and these protocols inform our system or behaviour crisis management plan. St Peter Chanel values the safe management of disruptive and assaultive behaviour. We acknowledge that there are two forms of aggressive or hostile behaviour: *verbal acting out* where verbal intervention skills are the choice of response, and *physical acting out* when aggression becomes physical and trained staff members draw from a repertoire of safe physical intervention techniques to control the physical acting-out behaviour.

Typically, there are four levels when a crisis develops.

1. The *Anxiety Level* sees a noticeable increase or change in behaviour, with the non-directed expenditure of energy, e.g. pacing, finger drumming. At St Peter Chanel this brings a supportive staff response which is characterised by an empathic, non-judgemental approach attempting to alleviate anxiety. Verbal and non-verbal techniques are employed by staff (e.g. Proxemics – personal space, and kinesics – body language) to assist with de-escalating the behaviour.

2. The *Defensive Level* which is the beginning stage of loss of rationality when an individual often becomes belligerent and challenges authority. At St Peter Chanel we see this as a directive response where staff members take control of a potentially escalating situation by setting limits.

   If a teacher or school officer perceives that behaviour may escalate beyond this level, they can call for assistance immediately. In this instance it may be necessary to use a *Nonviolent Crisis Intervention Strategy.*

3. The *Acting Out Person* experiences a total loss of control, and at St Peter Chanel (as a last resort) we may see the use of Management of Actual and Potential Aggression (MAPA) by trained staff. This intervention is used if the person is no longer responding to reason and presents a danger to him/herself, staff or other people in the area.

   This is a safe, non-harmful behaviour management system designed to help trained staff, as professionals, provide the best possible care, welfare, safety and security of disruptive, assaultive and out of control individuals, even during their most violent moments. Staff members who are trained in this method of intervention are required to do an annual refresher course as well as regular updates and practice sessions.

4. *Tension Reduction* sees a decrease in physical and emotional energy that occurs after a person has acted out, characterised by a regaining of rationality. At St Peter Chanel this brings into play the employment of the Therapeutic Rapport approach to re-establish communication with the individual. It allows time for the individual to fully calm down and regain rationality. It provides an opportunity for closure, debriefing and re-establishment of a therapeutic relationship with the individuals involved.

Following such an event, an additional debriefing of the crisis (or major behaviour incident) for staff involved is a priority at our school. This is typically led by a member of the school's Leadership Team or Student Support Team.

If a student's behaviour results in significant unsafe and/or unacceptable words or actions (which may, for example, compromise the safety of themselves or others), part of the school support process will involve the teacher concerned completing a report in the *Student Behaviour Support System* (SBSS), following discussion with a member of the school Leadership Team. Parents/carers are also contacted by the class teacher or a member of the school Leadership Team to provide information regarding the event.

Learning-based Consequences
Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour.

Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based consequences.

Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution.
- Ideally, they require effort and should leave little incentive to repeat the inappropriate behaviour.
- Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour.
- Fairness means that everyone gets what they need in order to be successful and meet the expectations.

At St Peter Chanel, we believe that restorative practices are important in our relationships and positive behaviour expectations.

Monitoring Inappropriate Behaviour
Our monitoring system for both major and minor behaviours assists us in making decisions about when to engage other supports to address the problem. Typical consideration would include:
- The student is losing instructional time because of his/her behaviour.
- The behaviour is occurring frequently, requiring substantial teacher time.
- The intensity of the behaviour draws attention of those close-by, causing disruption to activities.
- The student is not responding to universal supports.

Figure 1 on the next page describes our universal school-wide behaviour support systems and decision-making processes.

Targeted and Individualised Supports as a Response to Problem Behaviour
Our evidence-based practices for targeted and individualised support have been described in the previous text. Throughout the decision-making process, data is used to guide us to ask the 'right' questions. The right question, asked at the appropriate time, can deepen the discussion from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009).

Figure 2 on the next page describes our Targeted and Individualised Response and decision-making processes.

Figure 1

- Expectations have been taught and practised
- ACARA general capabilities – personal and social capabilities are integrated with content areas
- Expected behaviours are reinforced
- Positive supportive environment

Positive Supportive Management Strategies
- **Remind** (refer to Behaviour matrix)
- **Teach or model behaviour**
- **Redirect** to task
- **Supportive strategies** – take a break, check in
- **Assist** – to begin a task, organisation, keeping calm

A process to support minor unproductive behaviour
1. **Remind** - remind the student regarding the specific behaviour and refer to the school matrix.
2. **Check in** - ask the student if there is something concerning them.
3. **Quiet Time/Time Out** – have a designated space set in the room or near the teacher on duty. The purpose is a calm time to think.
4. **Redirect** – redirect to the task and reduce demands if necessary.
5. **Positive Feedback** – praise the student, encouragement, specific learning and behaviour feedback.

A process to support major unproductive behaviour or repetitive minor unproductive behaviour
1. **Restate the rules** – explicitly refer back to the school matrix.
2. **Reflect** – problem solving conversation e.g. What happened? What could you do differently? Teacher to look for patterns, triggers and use of BI data.
3. **Response** – plan with the student, offer support to the student, teacher to ask for support from Student Support Team if needed.
4. **Monitor** – check in with students, remind students of expected behaviour.

Continuing concerns for unproductive behaviour
- **Request for support** – Student Support Team meeting using SBSS form.
- **Parent meeting** – parent meeting called to discuss unproductive behaviour and to plan, in partnership, next steps. Log details in SBSS to keep a record.
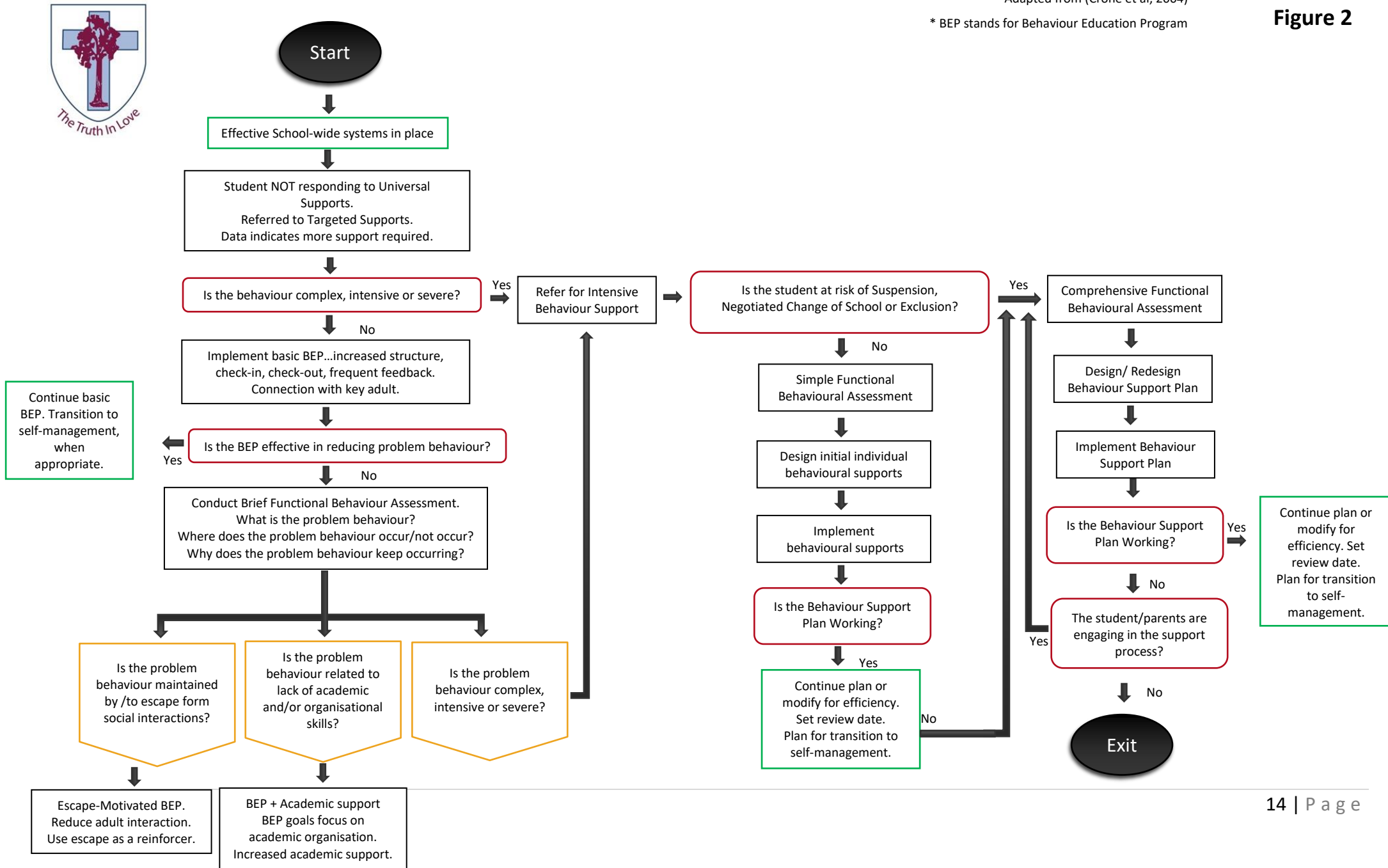- **Restorative process** - restorative conversation with student.

Tier 2 – Follow Targeted Supports and Individualised Interventions. Refer further to Figure 2 (page15).

St Peter Chanel Targeted and Individualised Response to Problem Behaviour

Adapted from (Crone et al, 2004)

* BEP stands for Behaviour Education Program

Figure 2

```
Start
  ↓
Effective School-wide systems in place
  ↓
Student NOT responding to Universal Supports.
Referred to Targeted Supports.
Data indicates more support required.
  ↓
Is the behaviour complex, intensive or severe? --Yes--> Refer for Intensive Behaviour Support --> Is the student at risk of Suspension, Negotiated Change of School or Exclusion?
  |No
  ↓
Implement basic BEP…increased structure, check-in, check-out, frequent feedback. Connection with key adult.
  ↓
Is the BEP effective in reducing problem behaviour? --Yes--> Continue basic BEP. Transition to self-management, when appropriate.
  |No
  ↓
Conduct Brief Functional Behaviour Assessment.
What is the problem behaviour?
Where does the problem behaviour occur/not occur?
Why does the problem behaviour keep occurring?
  ↓
  ├── Is the problem behaviour maintained by /to escape form social interactions? --> Escape-Motivated BEP. Reduce adult interaction. Use escape as a reinforcer.
  ├── Is the problem behaviour related to lack of academic and/or organisational skills? --> BEP + Academic support BEP goals focus on academic organisation. Increased academic support.
  └── Is the problem behaviour complex, intensive or severe?
```

Middle branch (from "Is the student at risk of Suspension, Negotiated Change of School or Exclusion?"):

```
Is the student at risk of Suspension, Negotiated Change of School or Exclusion? --Yes--> Comprehensive Functional Behavioural Assessment
  |No
  ↓
Simple Functional Behavioural Assessment
  ↓
Design initial individual behavioural supports
  ↓
Implement behavioural supports
  ↓
Is the Behaviour Support Plan Working?
  |Yes
  ↓
Continue plan or modify for efficiency. Set review date. Plan for transition to self-management.
```

Right branch:

```
Comprehensive Functional Behavioural Assessment
  ↓
Design/ Redesign Behaviour Support Plan
  ↓
Implement Behaviour Support Plan
  ↓
Is the Behaviour Support Plan Working? --Yes--> Continue plan or modify for efficiency. Set review date. Plan for transition to self-management.
  |No
  ↓
The student/parents are engaging in the support process?
  |No
  ↓
Exit
```

5. BCE Formal Sanctions

If a child's behaviour adversely affects the growth and development of the other members of the school community, and/or in cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by BCE may be applied. These apply across the year levels P – 12 and include:

1. Detention Process
2. Suspension Process
3. Exclusion

The school follows each of the BCE Procedures for these formal sanctions. For appeals, the school also aligns to BCE processes.

Detention is any period when a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as lunchtime, afternoon tea or recreation time. The principal of the school (or their delegate), if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student which is age and developmentally appropriate. In such an event, the student's safety and well-being will be addressed.

All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

Suspension of a student from St Peter Chanel will only be used when other available measures have been implemented without success, where the situation is serious or demands an immediate response. Suspension is the temporary, full-time or part-time withdrawal of a student from the school and/or school related functions for a defined period. Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspensions can be conducted as an in-school suspension or an out-of-school suspension. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

The school and parents/carers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence or the presence of weapons. The principal will inform the student and parents/carers of the grounds on which the decision to suspend has been made. The student and parents/carers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/carers, and their responses may be taken into consideration.

In extreme circumstances, a principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head of School Progress and Performance, recommending the exclusion of a student from a BCE school. The Head of School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the student has been specifically prohibited by the Executive Director from attending all BCE schools.

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 Responses

The St Peter Chanel community endeavours to build a quality, safe environment where learning is relevant, motivating and meaningful as our children develop the knowledge, skills and Christian values needed for life's journey.

The purpose of this section of our Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and well-being in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with a disability and their associates).

Our community strives to create a supportive learning environment by:
- treating each other with dignity and respect
- adopting a proactive rather than a reactive approach to bullying
- taking a multi-faceted approach to prevention and response to bullying
- working together to create a shared understanding of processes and procedures around bullying.

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).

Bullying may include:

- Physical: hitting, kicking, pinching, scratching, 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, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

Bullying is not:

- A 'one off' incident involving social isolation, conflict, random acts of aggression/intimidation or meanness
- Conflict between two students where there is equal balance of power between students and both students want to find a solution to the conflict
- Talking to a teacher or parent about something that someone has done
- A random act of hurt or harm against another without that student provoking the other
- A random act of destroying property
- Leaving someone out of an activity once because of different interests or skills
- Standing up for others and reporting bullying behaviours
- Accidents where there is no intention to hurt or harm

Responsibilities of Children

- To have knowledge about and an understanding of bullying, bullying behaviours, bystanders
- To appropriately report incidents of bullying – if you believe you are being bullied or you have witnessed bullying as a bystander
- To not engage in bullying others
- To choose and use an appropriate strategy to stand up for yourself first and then report to an adult
- As a bystander, choose and use an appropriate strategy to help the students involved and report to an adult

Responsibilities of Staff

- To have a well-developed understanding of bullying, bullying behaviours and bystanders
- To model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours
- To listen to all student reports and watch for signs of possible bullying
- To ensure that children are supervised adequately at all times
- To respond to all reported and observed incidents of bullying as set out in this plan under *Responding to Bullying.* This includes identification of potential bullying by reporting through the *Student Behaviour Support System* (SBSS) (refer to Appendix 4).

Responsibilities of Parents

- To support the information outlined in the *St Peter Chanel School Bullying Position*
- To have knowledge about and an understanding of bullying, bullying behaviours and bystanders
- To model, educate and discuss appropriate, positive anti-bullying behaviours
- To watch for signs of possible bullying

- To inform one's child's teacher or a member of the school's Leadership Team of any potential bullying related incident, as soon as possible
- To encourage and support one's child to inform a teacher if they are being bullied or have witnessed bullying as a bystander

Parents may need to speak to the class teacher on their child's behalf about bullying. Under no circumstances should parents contact other parents or children regarding the issue.

Our Whole-School Approach to Preventing and Responding to Student Bullying and Harassment

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Understanding Bullying and Harassment

The primary aim of the school's response is to restore a positive learning environment for all students. Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community. A 'no blame' approach is taken.

St Peter Chanel uses the response to bullying as a learning opportunity for everyone involved. A second aim of the school's response is to avoid escalation of issues or causing more harm.

At St Peter Chanel, all incidents of bullying or harassment are recorded in the Engage Student Support System, and a Bullying Record is completed by a member of the Leadership Team (with the teacher/s involved), when an incident in this category is recorded. This Bullying Record provides more information about the incident. The Leadership Team reviews the Bullying Register monthly (or more frequently if necessary) to identify patterns of bullying and/or harassment that may be developing. Suspected bullying may be reported by students and parents/carers. All incidents of bullying or harassment and reports or concerns about bullying behaviour will be taken seriously and responded to with a school team approach as detailed above.

Support Strategies

Support for the victim and the child exhibiting the bullying behaviours.

We support the victim (target) in the following ways:
- Offering the victim an immediate opportunity to talk about the experience with their class teacher, or another teacher or member of administration
- Individual counselling sessions to discuss strategies which may include how to deal with bullying behaviours, mediation if appropriate and discussion to clarify appropriate restorative response for the victim
- Informing and collaborating with the child's parents
- Continuing to monitor the child's behaviour and offering appropriate support
- Reinforcing processes for reporting of bullying incidents
- Documenting incidents and actions using *Student Behaviour Support System* (SBSS).

We support the child exhibiting the bullying behaviours/perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher or member of administration about what has happened and the behaviours the child has been displaying
- Individual counselling sessions discussing the seriousness of behaviours, restorative response to the victim, changes in their behaviour and support that may be needed. This may include mediation sessions, revisiting of anti-bullying behaviour expectations or referral to the Student Support Team
- Informing and collaborating with the child's parents
- Continuing to monitor the child's behaviour and offering appropriate support
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour
- Documenting incidents and actions using Student Behaviour Support System (SBSS).

Positive, Proactive Anti-bullying Approaches at St Peter Chanel

At St Peter Chanel we take a positive, proactive approach to anti-bullying by teaching positive strategies for dealing with inappropriate or bullying situations. We use the *Break Through Bullying* resources to inform the anti-bullying campaign, which we visit throughout the year. This campaign includes:

- Specific, targeted teaching of one strategy a week at the beginning of each year
- School leaders taking responsibility for reinforcing of strategy at assemblies
- Periodic staff reminders of anti-bullying strategies in the Weekly Bulletin
- Visual supports displayed in each classroom with appropriate posters
- Revisiting strategies throughout the year at significant times e.g. Child Protection Week, National Day of Action Against Bullying and Violence

1. Teaching about Bullying and Harassment

Throughout the year, teachers focus on the Personal and Social Capabilities of the Australian Curriculum, the Health & Physical Education Curriculum and Religious Education Curriculum to help develop and foster positive relationships between students and staff at St Peter Chanel.

St Peter Chanel uses Friendology, The Resilience Program and the Australian Government's *Bullying No Way!* website to develop student understanding of possible conflict situations and teach strategies to solve problems and conflict. St Peter Chanel participates each year in the *National Day of Action against Bullying and Violence* and *Day for Daniel*. The Daniel Morecombe Safety Curriculum is taught in each year level.

2. 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.
- Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the victim (target) will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file using *Student Behaviour Support System* (SBSS).
- 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 according to BCE's Anti-Bullying Policy.

3. Preventing Bullying and Harassment

At St Peter Chanel, we take a positive, proactive approach to bullying by teaching the strategy below to all students in the school. These are displayed on posters throughout the school.

- Speak confidently
- Say "Stop that! I don't like it."
- Walk away
- If it continues, tell a teacher

Furthermore, we take the opportunity to address our approach and remind our community of the school's expectations through:

- Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted
- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional well-being and discourage, prevent, identify and respond effectively to student bullying behaviour.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.
- Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.
- Explicit promotion of social and emotional competencies among students

Key contacts for students and parents to report bullying

Bec O'Connor – Principal – (07) 3300 1202
Hayley Hadfeild – Assistant Principal Religious Education – (07) 3300 1202
Cindy Plater – Primary Learning Leader - (07) 3300 1202

Cyberbullying

Cyberbullying is treated at St Peter Chanel 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

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

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

- Bullying NoWay
- Office of the eSafety Commissioner
- The Resilience Project
- Friendology
- Play is the Way

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 Peter Chanel uses behavioural data, together with other data sources, to make data informed decisions about student supports. This includes team meetings to analyse universal school data and feedback presented at Staff Meetings. The Student Support Team meet weekly and when necessary, analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

Further support from Brisbane Catholic Education: Education Officer Student Well-being may be garnered to assist the development of an Individual Behaviour Support Plan.

Data may also be used at Staff Meetings to discuss whole school behaviour processes.

References

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4-16.

Christenson, S., Stout, K. & Pohl, A. (2012). Check and Connect- Implementing with Fidelity. University of Minnesota.

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

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

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

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

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

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

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

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

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

Relevant Brisbane Catholic Education Policies
- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy

Appendix A - Behaviour Definitions

Minor Behaviours

	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 or 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 prank 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.
7	Vandalism/Property Damage	Student participates in an activity that results in	Throwing a computer, graffiti of school buildings, arson

	Descriptor	Definition	Example
		substantial destruction or disfigurement of property	
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	The intent is one of a prank to disrupt the school day and/or Emergency Services. May include

	Descriptor	Definition	Example
		pending explosion with the intent to disrupt school	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	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public
		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

Appendix 1

Appendix 2
Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his/her impulses by his/her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	"Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour". (p.453 Scheuermann & Hall, 2012)
Re-direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasises the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.