ST FLANNAN'S STUDENT BEHAVIOUR SUPPORT PLAN

School Vision

Alive in the Spirit, we nurture hearts and minds in community to create a just and hope-filled world.

School Mission

Nurtured by the Holy Spirit and made unique in the image of God, we unite as one, showing compassion to all. Blessed by our differences, we value respectful relationships and recognise the contribution of each person. Through a shared love of learning, we encourage all students to reach their full potential. As disciples of Jesus, we follow in the footsteps of the Holy Spirit Missionary Sisters to serve those in need and empower each other to act for justice.

The School Vision and Mission are grounded in the charism of the Holy Spirit, that of the Holy Spirit Missionary sisters who began the school in 1954. Central to St Flannan's, the school Mission and Vision also guide our work in supporting student behaviour. *Guided by the Holy Spirit, at St Flannan's we – Commit to learning; Act Responsibly; Respect ourselves and others and Engage Safely.*

Our School Context

St Flannan's Catholic Primary School, with a current enrolment of 420 students, is located in the Brisbane suburb of Zillmere. Following in the footsteps of our founders, the Holy Spirit Missionary Sisters, the St Flannan's community is vibrant and welcoming – a place where difference is a blessing and is celebrated. St Flannan's provides many and varied learning opportunities for all our students, regardless of race, faith, or ability.

Consultation and Review Process

The St Flannan's Student Behaviour Support Plan was reviewed in 2024. The Tier One Teaching Team was established to develop expected behaviours in consultation with the staff and students. Consultation occurred with the School Board and the P&F. Feedback was also sought from parents.

Throughout the year, PB4L professional learning was provided to all staff. BCE Education Officer Student Behaviour Support worked with the School Leadership Team, the Tier One Team and all staff. Through extensive discussions, an agreed set of responses to minor and major unproductive behaviours were compiled and the effective use of the Engage Student Support System in documenting these.

A staff survey was conducted to ascertain school readiness for Restorative Practices. Work in this area will be further developed in the next two years.

A detailed review of the St Flannan's Student Behaviour Support Plan is required 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.

We believe that we are blessed by our differences and that respect for dignity of each person is essential.

We believe that students learn best in safe, positive, supportive learning environments.

We believe that expected behaviours need to be taught and reinforced regularly to create a common language within our St Flannan's community.

We believe that each child is unique and therefore an understanding of their social and emotional development is crucial for effective planning for teaching and learning. (ACARA Personal and Social Capabilities)

We believe that unproductive behaviour is an opportunity for learning and teaching to occur through effective classroom practices, de-escalation and problem-solving strategies and restorative approaches.

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.

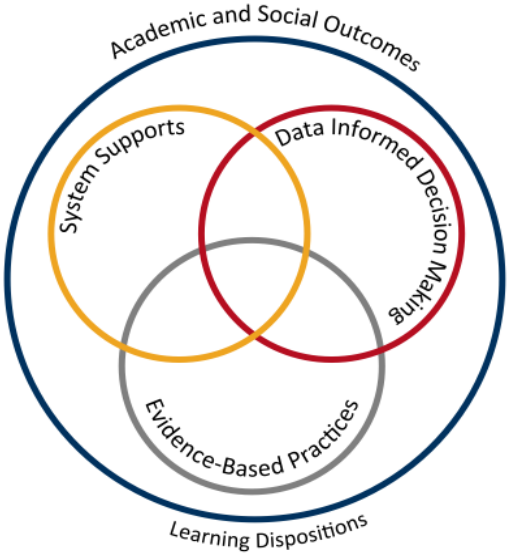


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).

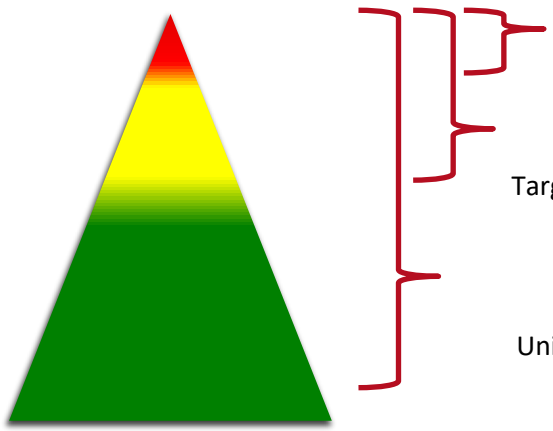
Tier 2 Targeted Supports:

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.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



Personalised 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

STUDENT WELLBEING SUPPORT
Student Support and Wellbeing Team *Leadership* – Principal, APRE, PLL *Team members* – ST:IE and Guidance Counsellor
Universal Support (Tier 1 Team) APRE and PLL *Team Members* – Year Level Teacher representatives

The Student Support and Wellbeing Team meets fortnightly, or weekly, as required, to discuss teacher Requests for Support and to determine the necessary course of action to provide adequate supports to both the teacher and the student. These supports may be to provide additional personnel in the classroom, additional professional learning to build teacher capacity in the use of the 8 Effective Practices and/or personalised student behaviour support plans.

The Tier One team meets each term to discuss whole school data and problem solving to improve the efficiency and effectiveness of school systems.

Section B: Our Student Behaviour Support Practices

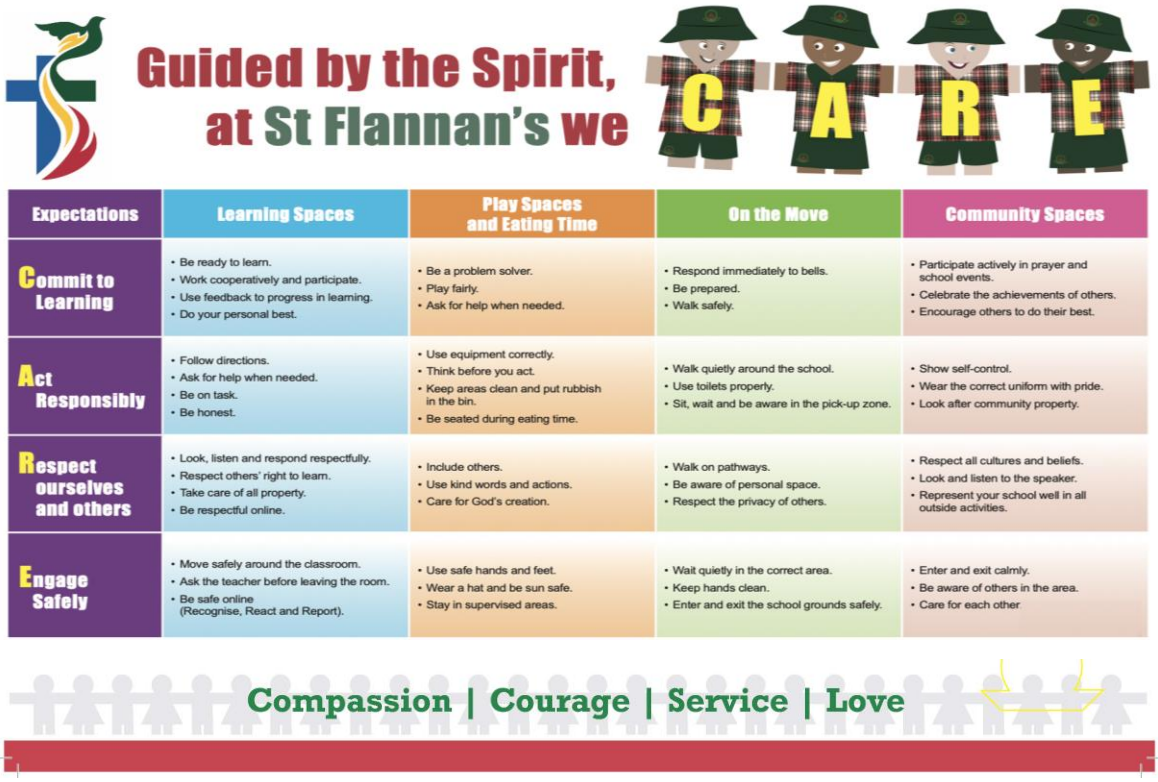
1. Clarity: Our Expectations

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:

- Commit to Learning
- Act Responsibly
- Respect ourselves and others
- Engage safely

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



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 school year orientation days
- Time built into the first weeks of schools and increased later in the year
- Weekly Monday assembly – Area of the school focus. Eg. Learning Spaces
- Daily messages – One expectation within the focus area for the week per day. Eg. Commit to learning – followed by explicit classroom teaching
- New student orientation when needed
- Student leaders support younger peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term "feedback" for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

Whole School	Classroom
CARE tokens Class CARE awards Reinforcement when certain amount of tokens attained (Student Voice for reward day)	Range of Class encouragers created by classroom teacher linked to CARE tokens

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- The Behaviour Education Program (Check and CARE) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their

behaviour. A Teacher facilitates this type of group with the Student Support and Wellbeing Team.

- Lunch time clubs: Art club, Bush club, Showstoppers, Choir are offered throughout the year, facilitated by teachers.

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
- 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

4. Feedforward: Responding to Unproductive Behaviours

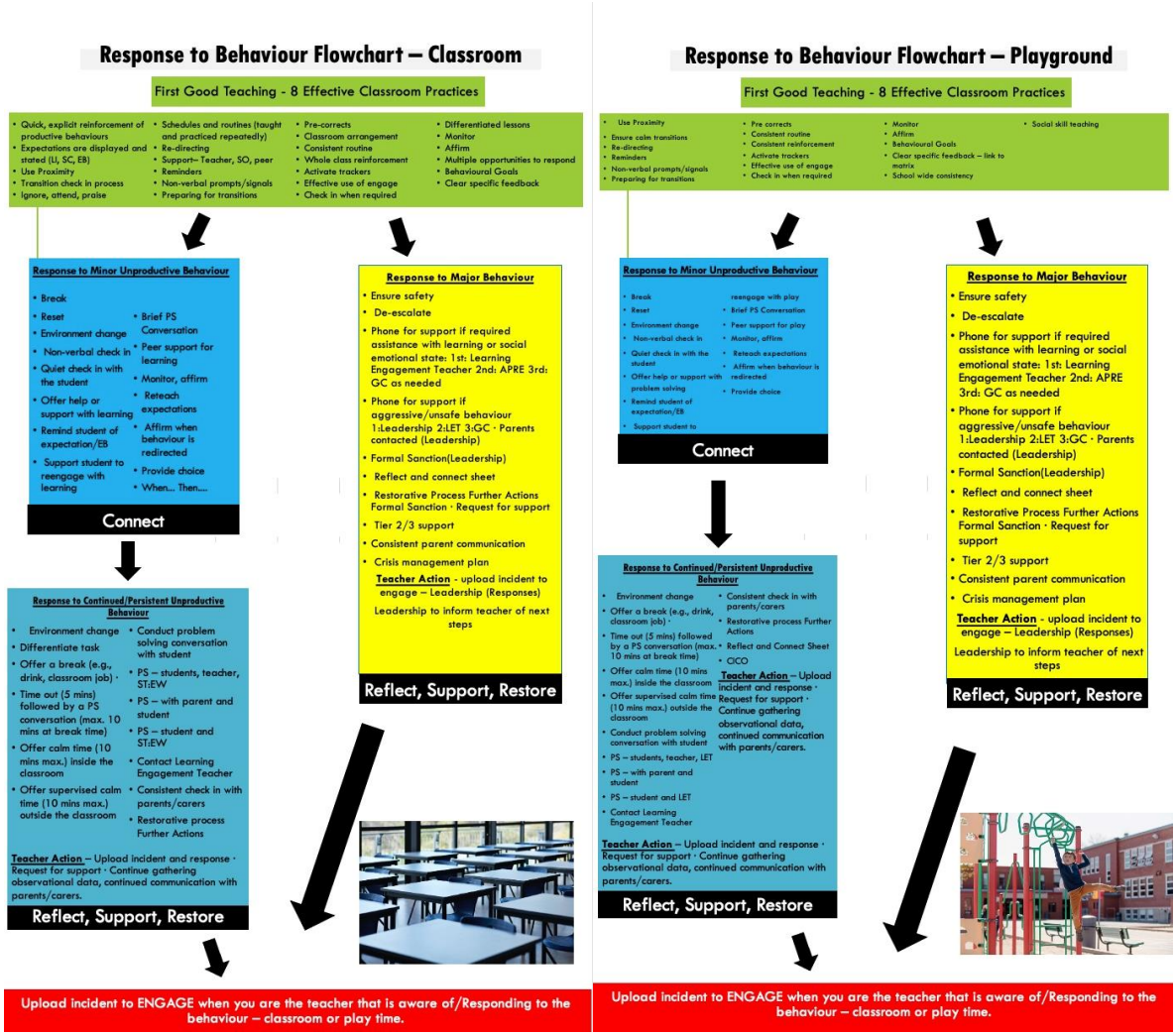
Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some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

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 Student Behaviour Support policy and procedures, and include de-escalation, problem solving and restorative approaches.

Responses to Unproductive Behaviour



5. BCE Formal Sanctions

All formal sanctions are in line with BCE Student Behaviour Support Policy and Procedures

Detention

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for repeated minor behaviour or a major behaviour. During a detention the time will be used to repair relationships, apply restorative practices, make plans for appropriate behaviour or completion of classwork. If a detention is nominated by a teacher, they must be present for a problem solving or restorative actions discussion with leadership present. Leadership will then supervise the student after the problem-solving conversation. Incidences from the playground will be supervised by leadership. At St Flannan's detentions are within school time and families will be notified on the day, or within 24 hours of the detention taking place.

Suspension

According to the BCE Suspension procedure the Principal may suspend a student for:

- Persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse

- Persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- Breach of the school Student Behaviour Support Plan
- Students who seriously break school rules.

According to the BCE Suspension Procedure the purpose of suspension is to:

- Signal that the student's unproductive behaviour is not acceptable.
- Allow a cooling-off period and time to seek additional resources and develop a plan for assisting the student to demonstrate more productive behaviours.
- Allow time to negotiate some goals that the student will work towards, with support, on their return to school.
- Ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Suspension may occur, if decided by the Principal, after they have:

- Ensured that other appropriate and available student support strategies and response options have been applied and documented.
- Ensured that appropriate support personnel, both within the school and externally, are involved.
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension.
- Recorded all action taken in the Engage Student Support System Suspension Register'.

At St Flannan's a student may be given a suspension by the Principal for in school or out of school for 1-2 days, 3-10 days or more than 10 days.

- In school suspension means the student comes to school but does not attend regular classes. Out of school suspension means the student does not attend school, however, can still engage in learning at home that is provided by the school and supervised by parents or carers. Where there is a suspension of less than one day, a note in the Engage system will suffice. An Immediate suspension can be given due to reasons such as the safety of students or employees being threatened, presence of weapons or drugs.

Negotiated Change of School

Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). A negotiated change of school offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

The Principal should provide the family with an opportunity to discuss the implications of the negotiated change of school and provide information about why the change is being proposed. The Principal will be in negotiation with the Senior Leader to support the family through this process.

Exclusion
Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions, on the authority of the Learning Services Executive. This process will include the Principal, Senior Leader and at the decision of the BCE Deputy Executive Director.

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

St Flannan's Bullying and Cyberbullying

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

According to *BCE Preventing and Responding to Student Bullying and Harassment Procedure*:
Bullying is intentional and repeated verbal, physical, social, or psychological behaviour that is harmful, involving the misuse of power by an individual or group, towards one or more person(s). Cyberbullying refers to bullying that occurs through information and communication technologies, using text or message services, social media, emails, creating hate sites, publishing personal information, or implementing social exclusion campaigns in networking sites.

Bullying can be:

- Physical – hitting, kicking, spitting, striking out at, or grabbing.
- Verbal – name calling, sarcasm, spreading rumours, intimidation, persistent teasing, intimidation.
- Emotional – excluding, tormenting, ridiculing, humiliating.
- Racial – taunts, graffiti, gestures, intimidation.
- Sexual – unwanted physical contact, abusive/rude/lude comments, intimidation.

Single incidents of conflict between equals or mutual disagreements between students are not bullying, however may constitute an incident of harassment. Harassment is behaviour that targets an individual or group due to personal or social characteristics, that offends, humiliates, intimidates, or creates a hostile environment.
Harassment is an unacceptable major unproductive behaviour in the Bullying/Harassment Major behaviour category; however, it would not be considered bullying if any one or more of the following three features were present:

- it occurred only once and was not part of a repeated pattern.
- it (genuinely) was not intended to offend, demean, annoy, alarm or abuse.
- it was not directed towards the same person/s each time.

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.

At St Flannan's our students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation and victimisation. At St Flannan's diversity is valued and all members of the school community should feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing.

1. **Understanding Bullying and Harassment**

At St Flannan's, students regularly engage in learning experiences that promote healthy and safe relationships, and positive behaviours. Through the implementation of the Australia Curriculum General Capabilities (in particular, Personal and Social Capabilities), Brisbane Catholic Education Religious Education curriculum, the Daniel Morcombe Child Safety curriculum and our school CARE matrix, we empower students to respond appropriately to bullying and harassment.

This takes place through:

- Circle Work pedagogies – explicit teaching, discussion and role modelling of responses to relevant social situations (e.g. conflict, disagreement, teasing)
- Explicit teaching of the Personal and Social Capabilities of the Australian Curriculum

- Explicit teaching of the Health and Physical Education curriculum
- Restorative practices and collaborative problem solving
- Assemblies
- National days – Child Protection Week, National Day of Action Against Bullying, RUOK Day, NAIDOC Week, Harmony Day
- Ongoing and frequent teaching of school CARE matrix
- Utilisation of Bullying NoWay! Resources
- The Resilience Project learning materials

At St. Flannan's School, all incidents of **Bullying/Harassment** are recorded in Engage Student Support System and a **Bullying Record** is completed by a member of the Leadership team (with the teacher(s) who witnessed the incident), when an incident in this category is recorded. This Bullying Record provides more information about the incident. School leaders review the **Bullying Register** weekly to identify patterns of bullying/harassment that may be developing. Suspected bullying may be reported by students and parents/carers.

2. Teaching about Bullying and Harassment

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3. Responding to Bullying and Harassment

All incidents of Bullying/Harassment, and reports or concerns about bullying behaviour will be taken seriously and responded to with a school team approach, following this process:

LISTEN Teachers and leaders will listen to students and/or parents/carers who report bullying, to hear the facts of the incident and clarify information. Immediate safety concerns will be addressed promptly.

COLLECT Teacher will record the Bullying/Harassment incident in Engage and share information with leaders. Leaders will gather further information and add to the incident to complete the Bullying Record to summarise and evaluate.

CONTACT Leader will contact parents/carers of student involved to inform them of the incident and how school staff have responded immediately to their child in relation to the incident, ensuring confidentiality and privacy of information.

RESPOND Leaders will respond to students involved according to ***St Flannan's Responses to Major Unproductive Behaviours***. Responses for students who demonstrate Bullying/Harassment behaviours at St Flannan's could include Formal Sanctions. Restorative conversations with the students involved will take place to heal hurt/ harm caused by this student to the student who was hurt/harmed. Leaders will prepare both students for these conversations and facilitate the apology process.
Safety plans for students involved may need to be developed and this process would involve the Guidance Counsellor in conjunction with parents/carers.

FOLLOW UP Leaders will follow-up with students within one week of the Bullying/Harassment incident and make further contact with parents/carers to update the situation.

4. Preventing Bullying and Harassment

Staff Professional Learning about Bullying and Responding to Bullying/Harassment
PB4L Effective Classroom Practices and Responses Professional Learning for teachers.
Restorative Practices Professional Learning

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.

Data is used to inform levels of support for the student/s.

The Student Support Team meets fortnightly, or weekly, as required, to discuss teacher Requests for Support. These are then directed to the Wellbeing Team for further action.

The Wellbeing Team (Tier Two and Three) meets weekly. Requests for Support are actioned by relevant personnel from the Wellbeing Team, working with the teacher and other support staff. Together, they analyse Engage data and collect further appropriate data that will inform the most effective system of supports to encourage positive student behaviour and on task learning. These supports may range from additional personnel in the classroom, additional professional learning to build teacher capacity in the use of the 8 Effective Practices to compiling and implementing personalised student behaviour support plans.

The Tier One Universal Team will meet twice each term and use the BI tool to analyse whole school behaviour data to inform universal supports and teacher practice.

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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.

	Descriptor	Definition	Example
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to

	Descriptor	Definition	Example
		phone, music/video players, camera, and/or computer	Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time