St Teresa's School, Ravenshoe

Whole School Behaviour Support Plan

EFFECTIVE DATE:	May 2024
FULL REVIEW DATE:	May 2027

Purpose

St Teresa's School, Ravenshoe is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors.

This Whole School Behaviour Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

Its purpose is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

School Mission and Vision

Our Vision

Guided by Jesus Christ and inspired by the vision of St Therese of Lisieux and Catherine McAuley, St Teresa's School strives to be an inclusive faith community where spiritual and academic growth are nurtured through the values of knowledge, love, and truth and where lifelong learning and service to others are valued and promoted.

Our mission

At St Teresa's School:

We strive to be a Christ-centred community by:

- Nurturing every person's faith journey in developing their relationship with God
- Acknowledging and honouring the charism of the Sisters of Mercy and St Therese of Lisieux
- Recruiting and supporting quality professional staff committed to the Catholic church's mission
- Actively engaging in Catholic Social Teaching
- Fostering the values of Knowledge, Love, and Truth.

We strive to form positive partnerships by:

- Welcoming and embracing those who seek a Catholic Education
- Engaging families through active and collaborative participation at all levels in the school community
- Linking with the Parish mission and life
- Collaborating with others in our community.

We strive to provide a holistic and inclusive education by:

- Creating a safe and supportive environment
- Accepting and embracing our differences
- Providing opportunities for academic, spiritual, social and emotional growth
- Delivering a high-quality curriculum that responds to the needs of diverse learners
- Promoting reflective and creative, and moral problem-solvers
- Prioritising wellbeing by integrating social and emotional learning into all we do

- Maintaining up-to-date resources.

We strive to celebrate the growth and achievement of all by:
- Fostering a culture of renewal by researching, reflecting and responding through regular goal-setting
- Respectfully giving, receiving and learning from feedback
- Embracing change to meet the needs of today's learners.

Our School Context

St Teresa's School was opened in 1950 and was originally staffed by the Sisters of Mercy until 1978. In 2024, we had 86 students from Prep to Year 6 and a teaching staff of 5. The school consists of 6 classrooms, an office area, a library, a tuck-shop, a playing field, an adventure playground, and a sports court.

Ravenshoe is a rural town located 123 kilometres southwest of Cairns on the Atherton Tableland. At 930 metres above sea level, it is the highest town in Queensland. Traditionally a timber town, this industry was lost after very large areas around the town were listed as World Heritage in 1987. Today Ravenshoe is a farming community producing beef, dairy, corn, peanuts, avocados, and vegetables. It still has a functioning timber mill which now only produces plywood. Because of these changes in the timber industry and other factors, local employment opportunities have become more limited and residents often travel out of town for permanent employment. In the past twelve months, this has significantly impacted our enrolment numbers.

The traditional owners of the land in the Ravenshoe district are the Jirrbal people who speak a dialect of the Dyirbal language.

Consultation and Review Process

St Teresa's School developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, our Multi-Tiered Systems of Support - Engagement (MTSS-E) team meetings and distribution of the draft plan for comment and review.

SECTION A: Our Student Behaviour Support Systems

1. Our Beliefs About Student Behaviour

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

At St Teresa's School we believe:

1. Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.

2. There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.

3. Students are always asked to do the best they can. The teacher's role is to teach and facilitate this behaviour.

4. Respect, safety and learning is central to everything we do.

5. Students have the right to receive constructive feedback about their behaviour and learning.

2. Our Whole-School Approach; a Multi-tiered System of Support (MTSS)

A whole school approach provides a continuum of supports (Universal, Targeted and Personalised) that acknowledges that students will need differing levels of supports to be successful at school. MTSS-E is a framework that provides schools with the systems and processes to support students and improve student engagement outcomes.
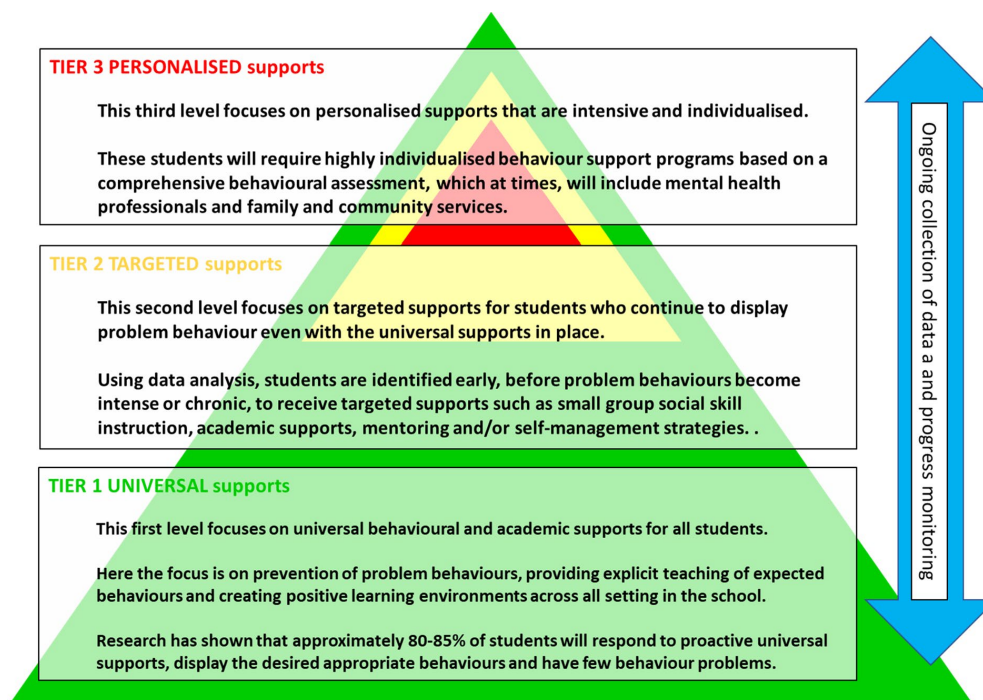
TIER 3 PERSONALISED supports

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.

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. .

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 setting 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.

Ongoing collection of data a and progress monitoring

Diagram 1: Multi-Tiered Systems of Support (MTSS)

3. Student Behaviour Support Team & Professional Learning for School Staff

As St Teresa's School is a small school, it is expected that every staff member will be actively involved in addressing student behaviour, engagement, and wellbeing. All staff members are involved in professional learning around the implementation of MTSS-E. Every decision based on the creation of our school values and Whole School Behaviour Support Plan has been collaboratively decided on by all members of the school community, including staff, students, parents, parishioners, past parents and parish priest.

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

FACES of ST. TERESA'S

At St Teresa's School, understanding our students is a fundamental expectation for all staff members. This strategy, known as 'The Faces of St Teresa's,' underpins all other strategies and directions within our Whole School Behaviour Support plan. By gaining insights into various aspects of our students' lives, teachers can create a nurturing and effective learning environment. This approach ensures that each student's unique needs are met, fostering both academic and personal growth while maintaining professional boundaries. Regular updates and communication are essential to keep this information current, facilitating smooth transitions and consistent support throughout their educational journey. The benefits of 'Know Thy Students' are integral to this strategy, ensuring that our educational practices are responsive and supportive.

Understanding the unique aspects of each student's life is crucial for creating a supportive and effective learning environment. Teachers who are aware of their students' learning styles, cultural backgrounds, language proficiencies, special educational needs, socio-emotional statuses, interests, family dynamics, health issues, attendance patterns, and peer relationships can tailor their instruction to meet individual needs. This personalised approach not only enhances engagement and comprehension but also fosters a sense of inclusivity and respect within the classroom.

Maintaining professional boundaries while gathering this information is essential. Teachers should use appropriate channels to update their knowledge regularly, ensuring that they respond effectively to each student's evolving needs. This ongoing process is vital for the 'Faces of St Teresa's' initiative, which plays a crucial role in the teacher-to-teacher handover of students. By keeping this information current, teachers can provide continuity in support and instruction, making transitions smoother and more effective for students.

Regular updates and communication with parents and guardians are also important. This ensures that any changes in a student's life are promptly addressed, allowing teachers to make necessary adjustments in their approach. By integrating this knowledge into their teaching strategies, educators can create a nurturing environment that supports both the academic and personal growth of their students while maintaining the integrity of professional relationships.

The St Teresa's Way

"You must reach them before you can teach them"

Relationship is the very medium through which successful teaching and learning is performed.

Michael Reichardt

Clarity: Our Values and Expected Behaviours

Whole school values encourage consistent communication 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 values are:

Knowledge, Love and Truth

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

The St Teresa's Way

Our Three Pillars

Knowledge, Love and Truth

VALUES

TREAT OURSELVES WITH RESPECT

TREAT THE ENVIRONMENT WITH RESPECT

TREAT OTHERS WITH RESPECT

TREAT ALL PROPERTY WITH RESPECT

Slogan: - *"RESPECT - It Starts with You!"* (Each letter in "RESPECT" can remind students of the broader meaning)
R: Respect yourself
E: Environment matters
S: Show kindness to others
P: Protect property
E: Embrace differences
C: Care for the community
T: Treat everyone with fairness

The following matrix offers examples of how staff members can utilize the Pillars and Values to establish focus behaviours. Given the variety of examples, it is crucial for staff to select from the matrix as needed and use them to guide class focus. This matrix serves as a guide when specific expectations require attention. However, the stakeholder-negotiated Tier 1 Expected Behaviours are the cornerstone of our whole school community's expectations and behaviours for all students. These Tier 1 Expected Behaviours form the backbone of student expectations and are integral to our school's ethos.

		Knowledge	Love	Truth
RESPECT	**Treat ourselves with Respect by**	**Try Your Best:** Think about what you want to achieve and work hard. **Make a Plan:** Decide what steps you need to take to reach your goals. **Keep Going:** Even if it's hard, don't give up. Keep trying! **Stay Focused:** Pay attention and do your work without getting distracted. **Follow the rules:** Listen to your teachers and follow the school rules. **Be Responsible:** Do your homework and chores on time. **Eat Well:** Choose healthy foods like fruits and vegetables. **Stay Active:** Play outside and exercise to keep your body strong. **Rest:** Make sure you get enough sleep every night. **Know Your Strengths:** Think about what you are good at and be proud of it. **Respect Others:** Be kind and polite to everyone, even if they are different from you. **Celebrate Differences:** Understand that everyone has unique talents and that's great! **Ask for Help:** If you don't understand something, ask a teacher or a friend. **Be Brave:** It's okay to ask for help when you need it. **Help Others:** If you see someone who needs help, offer to help them too.	**Take Care of Yourself:** Make sure you eat healthy food, get enough sleep, and play outside. **Relax:** Take time to rest and do things you enjoy. **Say Nice Things to Yourself:** Tell yourself you can do it and that you are good at things. **Be Your Own Cheerleader:** Encourage yourself just like you would encourage a friend. **Love Who You Are:** Be happy with who you are and what you can do. **Be Proud:** Celebrate your unique talents and qualities. **Know Your Limits:** Understand what makes you comfortable and what doesn't. **Speak Up:** Tell others if you need space or if something bothers you. **Be Gentle:** Don't be too hard on yourself if you make a mistake. **Treat Yourself Well:** Do things that make you happy and feel good. **Follow Your Interests:** Spend time doing activities you love, like sports, art, or reading. **Explore New Things:** Try out new hobbies and find what you enjoy. **Celebrate Success:** Be proud of what you achieve, no matter how small. **Share Your Wins:** Tell your friends and family about your accomplishments. **Be Around Good Friends:** Spend time with people who	**Share Your Feelings:** Tell others how you feel, whether you are happy, sad, or upset. **Be Open:** It's okay to talk about your emotions with friends, teachers, or family. **Say Sorry:** If you make a mistake, say sorry and try to fix it. **Learn from Mistakes:** Understand that everyone makes mistakes and it's a chance to learn. **Be Yourself:** Be proud of who you are and don't try to be someone else. **Follow Your Heart:** Do what you think is right, even if others do something different. **Tell the Truth:** Always be honest, even when it's hard. **Accept Facts:** Believe in what is true and real, even if it's not what you want to hear. **Take Responsibility:** If you do something, good or bad, own up to it. **Be Accountable:** Understand that your actions have consequences. **Ask for Help:** If you don't understand something or need support, ask a teacher or friend. **Be Brave:** It's okay to ask for help when you need it. **Stand Firm:** Stick to what you believe is right, even if others disagree. **Be Confident:** Trust in your own beliefs and decisions.

		make you feel happy and supported. **Stay Positive:** Focus on the good things in your life and stay hopeful.	**Be Brave:** Stand up for yourself and others if something is wrong. **Help Others:** Support friends and classmates who need help or are being treated unfairly.
	Treat the environment with Respect by	**Discover Nature:** Learn about plants, animals, and the environment around you. **Explore Outdoors:** Spend time outside to see how nature works. **Think Before You Act:** Understand how your actions can help or harm the environment. **Make Good Choices:** Choose to do things that are good for nature. **Recycle:** Put rubbish in the right bins and reuse things when you can. **Save Resources:** Turn off lights when you leave a room and save water. **Join In:** Take part in school projects that help the environment, like planting trees or cleaning up the playground. **Work Together:** Team up with friends to make a difference. **Learn About Energy:** Find out how we can use the sun, wind, and water to make energy. **Be Curious:** Ask questions and learn how renewable resources help the planet. **Be Kind to Animals:** Treat all animals with care and respect.	**Look After Nature:** Water plants, feed animals, and make sure they are safe. **Be Gentle:** Handle plants and animals with care and kindness. **Play Outside:** Spend time playing and exploring in parks, gardens, and other outdoor places. **Enjoy Nature:** Notice the trees, flowers, and animals around you. **Join In:** Take part in activities like planting trees, cleaning up rubbish, and helping with school garden projects. **Work Together:** Team up with friends to help the environment. **Make Nature Art:** Draw, paint, or create crafts using things you find in nature like leaves, rocks, and flowers. **Be Creative:** Use your imagination to make beautiful art inspired by the outdoors. **Be Green:** Do things that help the environment, like picking up litter and saving water. **Teach Others:** Show your friends and family how to be kind to nature too.	**Believe in Nature:** Understand that nature knows how to take care of itself. **Be Patient:** Let plants and animals grow and change in their own time. **Follow the Rules:** Listen to and follow the rules that help protect the environment. **Be Careful:** Do things that are safe for nature, like not littering and saving water. **Use Resources Wisely:** Use things like water and energy carefully so they last longer. **Think Green:** Make choices that are good for the planet, like recycling and using less plastic. **Keep Nature Balanced:** Understand that all plants and animals need each other to stay healthy. **Be Gentle:** Don't disturb natural habitats and let wildlife live peacefully. **Always Help Nature:** Do good things for the environment every day, not just sometimes. **Stay Committed:** Keep doing your part to protect the planet, even when it's hard.

		Protect Habitats: Help keep places where animals live clean and safe. **Use Less:** Try to use only what you need and avoid wasting things. **Share Ideas:** Talk to others about how to take care of the environment. **Teach Others:** Share what you learn about nature and the environment with your friends and family. **Be a Leader:** Encourage others to make good choices for the planet.	**Use Less:** Try to use only what you need and avoid wasting things. **Recycle:** Put rubbish in the right bins and reuse things when you can. **Be Smart:** Think of new ways to use old things instead of throwing them away. **Be Respectful:** Treat all living things with care and respect. **Speak Up:** Tell others why it's important to protect the environment and how they can help.	**Let Nature Grow:** Allow plants and animals to grow naturally without interference. **Support Growth:** Help nature by planting trees and taking care of gardens. **Work Together:** Team up with others to make a bigger impact on the environment. **Share the Load:** Understand that everyone needs to help to make a difference. **Appreciate Nature:** Recognize how important nature is for our lives and well-being. **Enjoy the Outdoors:** Spend time outside and enjoy the beauty of nature.
	Treat others with respect by	**Understand Feelings:** Try to understand how others feel and show you care. **Be Kind:** Treat others the way you want to be treated. **Celebrate Differences:** Appreciate that everyone is unique and that's a good thing. **Learn About Others:** Be curious and learn about different cultures and backgrounds. **Listen Carefully:** Pay attention when someone is talking without interrupting. **Show You're Listening:** Nod or say something to show you understand. **Use Kind Words:** Speak to others politely and with respect. **Be Clear:** Say what you mean in a nice way.	**Be Nice:** Do nice things for others and be friendly. **Care About Others:** Show that you care when someone is sad or hurt. **Say It's Okay:** If someone says sorry, forgive them and move on. **Invite Others:** Make sure everyone gets to join in games and activities. **Cheer for Friends:** Be happy for your friends when they do something great. **Use Nice Words:** Talk to others in a kind and polite way. **Help Friends:** If someone is being treated unfairly, stand up for them. **Wait Your Turn:** Be patient and try to understand how others feel.	**Tell the Truth:** Always be truthful, even when it's hard. **Keep Secrets Safe:** If someone tells you a secret, don't share it with others. **Be Reliable:** Do what you say you will do and be someone others can count on. **Stick to Good Habits:** Keep doing the right thing every day, not just sometimes. **Listen to Others:** Pay attention to what others say and respect their ideas. **Value Opinions:** Understand that everyone's thoughts are important. **Help Friends:** If someone is being treated unfairly, stand up for them and offer support. **Say Sorry:** If you make a mistake, admit it and say sorry.

		Solve Problems Together: Work with others to find a fair solution when you disagree. **Stay Calm:** Talk things out without getting angry. **Work Together:** Help each other and share tasks to get things done. **Be a Good Team Member:** Support your friends and classmates. **Say Thank You:** Let others know you appreciate their help and kindness. **Give Compliments:** Tell your friends when they do something well. **Give Space:** Respect others' personal space and privacy. **Ask First:** Always ask before touching someone or their things. **Know What Bullying Is:** Understand that bullying is when someone is mean on purpose, over and over. **Stand Up:** If you see bullying, tell a teacher or help the person being bullied. **Be Fair:** Treat everyone equally and share. **Include Everyone:** Make sure no one feels left out during games and activities.	**Accept Everyone:** Appreciate that everyone is different, and that's okay. **Support Others:** Encourage your friends and classmates to do their best.	**Learn from Mistakes:** Understand that making mistakes is okay and a chance to learn. **Give Space:** Respect others' personal space and privacy. **Ask First:** Always ask before touching someone or their things. **Be There:** Help and support your friends when they are having a tough time. **Show You Care:** Let your friends know you are there for them.
	Treat all property with respect by	**Appreciate Things:** Understand that everything has value and should be taken care of. **Use Things Correctly:** Learn how to use and take care of your belongings properly.	**Look After School Things:** Take care of books, desks, and other school items. **Keep It Clean:** Always put rubbish in the bin and keep your area tidy. **Share Nicely:** Use shared items like sports equipment	**Work Together:** Understand that everyone needs to help take care of shared spaces and items. **Do Your Part:** Help out and take responsibility for keeping things tidy and safe. **Be Gentle:** Use school items carefully so they don't get broken.

		Keep Things in Good Shape: Make sure your things stay nice by looking after them. **Work Together:** Understand that everyone needs to help take care of shared spaces and items. **Do Your Part:** Help out and take responsibility for keeping things tidy and safe. **Think About Nature:** Understand how your actions affect the environment. **Make Good Choices:** Do things that are good for the planet, like recycling and saving water. **Respect Others' Things:** Know that some things belong to other people and should be treated with respect. **Ask First:** Always ask before using someone else's belongings. **Be Careful:** Understand that if you break or damage something, it can cause problems. **Fix Mistakes:** If you damage something, try to fix it or tell an adult. **Stay Organized:** Keep your things neat and in order. **Plan Ahead:** Make sure you know where your belongings are and take care of them. **Be Careful Online:** Use computers and tablets responsibly. **Follow the rules:** Respect digital content, and don't copy or share without permission. **Be Green:** Do things that help the environment, like	and art supplies carefully so everyone can enjoy them. **Be Responsible:** Take care of your own things and help look after school property. **Respect Others' Things:** Don't touch or use other people's belongings without asking. **Fix What You Can:** If something breaks, try to fix it or tell a teacher. **Be Grateful:** Be thankful for the things you have and take good care of them. **Share Fairly:** Make sure everyone gets a turn with shared items. **Value Old Things:** Understand that some items are special because they have been around for a long time. **Be Green:** Do things that help the environment, like recycling and using less plastic.	**Take Care:** Make sure you handle things with care. **Respect Others' Things:** Don't touch or use other people's belongings without asking. **Ask First:** Always ask before using someone else's belongings. **Follow the Rules:** Listen to and follow the school rules to keep everyone safe and happy. **Be a Good Student:** Do what your teachers and school ask you to do. **Stay Safe:** Help keep the school safe by following safety rules. **Be Careful:** Make sure you and others are safe in the classroom and playground. **Look After Borrowed Things:** Take good care of things you borrow from others. **Return Items:** Give back borrowed items in good condition. **Take Responsibility:** If you do something, good or bad, own up to it. **Be Honest:** Tell the truth about your actions. **Save Resources:** Use things like water and energy carefully so they last longer. **Think Green:** Make choices that are good for the planet, like recycling and using less plastic. **Share Fairly:** Make sure everyone gets a turn with shared items.

| | | recycling and using less plastic.

Think Long-Term: Make choices that are good for the planet now and in the future.

Follow School Rules: Respect and follow the rules about using and taking care of school property.

Be Responsible: Help keep the school clean and take care of school supplies and equipment. | | **Be Fair:** Use things in a way that is fair to everyone.

Think Ahead: Take care of things now so they last a long time.

Be Responsible: Make choices that help keep things in good condition for the future. |

Tier 1. Expected Behaviour (stakeholder negotiated, November 2024)

The St Teresa's Way matrix of expected student behaviours is underpinned by our three pillars of Knowledge, Love, and Truth. These pillars articulate our school values of Respect: Treat Ourselves with Respect, Treat The Environment With Respect, Treat Others With Respect, and Treat All Property With Respect.

Location	Knowledge	Love	Truth
Always	• Listen to the adult who is speaking • Follow instructions promptly • Ask the teacher if you need to leave the learning area • Wear the correct uniform • Bring your hat to school • Wear your shoes at all times	• Be patient • Be open/accepting of feedback • Be kind and accepting of others • Keep hands and feet to yourself • Use your manners – please and thank you • Use a kind voice and tone	• Be honest • Seek truth
Classroom/Learning Areas	• One person speaking at a time • Try your best • Give your learning a go	• Speak nicely to others • Stay in the classroom • Listen when someone is speaking • Accept that we are all different • Encourage others • Be positive in your learning • Look after your belongings and school resources	• Be honest in your learning • Ask for help if needed
Library	• Put books back in the right place • Use a quiet voice	• Handle books gently • Share books and resources • Clean up after yourself • Help others to find books	• Ask if you need help to put your book back in the right place

	• One person speaking at a time • Line up at the door before entering • Line up in a single line at the circulation desk when ready to borrow books • Bring your library bag and return books on time		• Choose books at your reading level • Report damaged books
Transitions	• Walk on the left • Be on time to the next activity • Bring your equipment	• Walk quietly in an orderly fashion (two lines) from one area to another	Walk to the intended location
Eating Area	• Eat healthy food • Eat your own food • Speak quietly to your friends • Pack up your lunch box and belongings when the bell goes • Take hats off ready for prayer • Stand for prayer • Go straight to class line after prayer	• Put all rubbish in the bin • Keep area clean • Allow others to join your group	• Take your own lunch box to eating area before play • Say prayer together •
Play Areas and Sports Shed	• Line up along the edge of the undercover area when the bell goes • Stay in the designated play areas • Ask permission from the duty teacher to go to the toilet • Wear your hat • Play by the rules for each game	• Care for our environment • Use equipment for its correct purpose • Pack up and return equipment to the right place • Use the play equipment in the appropriate place • Look after the facilities	• Report incidents accurately and promptly to adult on duty

	• Junior playground is for Prep to Year 2 students		
Bus Lines	• Pack up your bag before going to the bus line • Arrive to bus line on time • Sit in correct bus line • Sit calmly • Listen for your name at roll call	• Help siblings and younger students	• Answer your own name in a clear voice when roll is called
Gate Areas	• Arrive to gate area promptly • Sit and talk quietly in the shade • Wait for permission to leave	• Help siblings and younger students	• Answer your own name in a clear voice when roll is called

Effective instruction requires practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long.

Teaching expected behaviours to junior-year students is essential for fostering a positive school environment. This framework incorporates explicit instruction, integration into the curriculum, and the use of evidence-based programs, ensuring that students understand and practice appropriate behaviours in various school settings.

1. Explicit Instruction

- **Setting Clear Expectations**: Teachers clearly define what positive behaviour looks like in different contexts, such as the classroom, playground, and cafeteria. Expectations are communicated through discussions, visual aids, and role-playing exercises.
- **Modelling Behaviour**: Teachers and staff model expected behaviours, demonstrating respect, kindness, and cooperation. This helps students visualise what is expected of them.
- **Guided Practice**: Students are given opportunities to practice expected behaviours in a controlled environment, with immediate feedback from teachers. This might include practicing how to line up quietly, share materials, or resolve conflicts.
- **Positive Reinforcement**: Positive behaviours are consistently reinforced with verbal praise, stickers, certificates, or other rewards. This encourages students to continue exhibiting appropriate behaviour.

Integrating Behaviour Lessons into the Curriculum

- **Storytelling and Literature**: Teachers use stories and books that illustrate positive behaviours, followed by discussions that help students identify and reflect on the characters' actions.
- **Social-Emotional Learning (SEL)**: SEL lessons are integrated into the curriculum, teaching students about emotions, empathy, and relationships. Activities focus on self-regulation, cooperation, and understanding the feelings of others.

Whole-School Programs

- **School-Wide Assemblies**: Regular assemblies focus on themes like respect, responsibility, and kindness. These gatherings reinforce behavioural expectations and celebrate students who exemplify these values.
- **Visual Reminders**: Posters, charts, and signage around the school serve as constant reminders of expected behaviours, helping students stay on track with school-wide expectations.

Incorporating Specific Programs

1. Friendology

- **Overview**: Friendology is a program designed to teach students how to build and maintain healthy friendships. It emphasises the importance of empathy, communication, and conflict resolution.
- **Implementation**: Through interactive lessons and activities, students learn how to be good friends, recognise unhealthy relationships, and resolve conflicts peacefully. The program supports a positive social environment and helps reduce incidents of bullying.

2. Life Education

- **Overview**: Life Education is a well-known program in Australian schools that focuses on health, well-being, and personal safety. It covers a wide range of topics, including making healthy choices, understanding emotions, and staying safe.
- **Implementation**: Life Education lessons are delivered through engaging sessions with the Life Education mobile classroom. These sessions reinforce positive behaviours related to health, decision-making, and personal safety, helping students make informed choices.

3. Daniel Morcombe Child Safety Curriculum

- **Overview**: The Daniel Morcombe Child Safety Curriculum is designed to teach students about personal safety, including recognising and responding to unsafe situations and seeking help from trusted adults.
- **Implementation**: The curriculum is integrated into classroom lessons, with age-appropriate activities that teach students how to stay safe in different environments. It emphasises the importance of being aware of surroundings, understanding personal boundaries, and knowing how to seek help.

4. You Can Do It! Education Program

- **Overview**: The You Can Do It! program focuses on developing key social-emotional skills such as confidence, persistence, organisation, getting along with others, and emotional resilience. These skills are directly linked to positive behaviour and academic success.
- **Implementation**: The program is woven into the school's curriculum, with lessons and activities that encourage students to set goals, manage their emotions, and work cooperatively with others. Parent engagement is also a key component, ensuring that the skills taught at school are reinforced at home.

Conclusion

By using a combination of explicit instruction, curriculum integration, and the implementation of well-established programs like Friendology, Life Education, Daniel Morcombe, and You Can Do It!, our school ensures that junior-year students are equipped with the knowledge and skills they need to demonstrate positive behaviours. These programs not only address behavioural expectations but also promote the social-emotional development necessary for students to succeed both in school and in life.

Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating expected behaviours.

The acknowledgement strategies in place for our school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Visible Learning Award	e.g.Ticket in weekly draw
e.g.Class encouragers	e.g.Points system for class reward

Tier 2: Targeted Supports

Targeted evidence-based interventions support students at risk of disengagement (social emotional, behavioural, cognitive) and may prevent the need for more intensive interventions.

Students are identified proactively, using but not limited to academic, behaviour and attendance data. Student progress and supports are monitored and reviewed.

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

Social Skills Clubs/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 or guidance counsellor facilitates this type of group.

Personalised Supports

Personalised Supports are for students whose behaviour has not responded to Universal or Targeted supports.

Personalised supports currently on offer at the school include:

- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process
- School Counsellor support services
- Care Team - planning and implementation of Personalised Support Plans and monitoring data
- Partnerships with outside support agencies and specialists

Responding to Problem Behaviours

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

When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

When responding to problem behaviours, we have a Behaviour Response Continuum that enables staff to respond efficiently and effectively, to both minor and major behaviours.

Minor and Major behaviours are outlined in Appendix A.

Corrective Strategies in place for responding to problem behaviours at our school are:

School Behaviour Response Continuum

This structured guide outlines the range of responses staff should use to address student behaviour, from positive reinforcement for appropriate behaviour to interventions for inappropriate conduct. This continuum helps ensure consistency in how behaviour is managed across the school, promoting a positive learning environment while addressing challenges effectively.

Positive Reinforcement and Preventative Strategies

- **Goal**: Encourage and reinforce positive behaviour to prevent issues from arising.
- **Examples of Strategies**:
    - **Verbal Praise**: Acknowledge and celebrate positive behaviour immediately (e.g., "Great job listening and following directions!").
    - **Classroom Rewards**: Use systems like stickers, points, or certificates to reward positive behaviour.
    - **Modelling Expectations**: Demonstrate desired behaviours, such as respect, kindness, and cooperation.
    - **Setting Clear Expectations**: Clearly articulate rules and expectations at the start of the day or lesson.

Implementing the Essential Skills for Classroom Management (ESCM) is crucial for improving student learning outcomes. Teachers must commit to these skills in conjunction with using a Flowchart for Responding to Escalated Behaviour and an Individual Behaviour Support Plan. Additionally, utilising the ABC (Antecedents, Behaviours, and Consequences) model as a reflection tool after activating the flowchart is essential. This reflective practice aims to enhance

learning outcomes by providing insights into student behaviour and the effectiveness of interventions.

These strategies, when implemented collectively, foster a structured, positive, and inclusive classroom environment. This environment, in turn, reduces disruptive behaviours and increases instructional time. Through clear communication, consistent routines, and respectful relationships, teachers can better engage students, promote active learning, and support individual needs. This comprehensive approach, beyond boosting academic performance, also encourages social-emotional development, thereby laying the groundwork for long-term success.

The ESCM training package includes ten essential skills for effective classroom management:

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

By mastering these skills, teachers can create an optimal learning environment that supports all students' academic and personal growth.

Early Intervention and Redirecting Behaviour

- **Goal**: Address minor misbehaviour quickly and effectively to prevent escalation.
- **Examples of Strategies**:
  - **Gentle Reminder**: Provide a non-confrontational reminder of the expected behaviour (e.g., "Remember, we raise our hand before speaking.").
  - **Proximity Control**: Stand near the student to remind them of expectations and help them refocus.
  - **Non-Verbal Cues**: Use signals like eye contact, a raised eyebrow, or a hand gesture to communicate expectations without interrupting the lesson.
  - **Restorative Conversation**: Have a brief, private conversation with the student to discuss their behaviour and how it affects others.

Tier 3: Targeted Interventions and Consequences

- **Goal**: Address repeated or more significant behaviour issues with appropriate consequences and support.
- **Examples of Strategies**:
  - **Time-Out or Cool-Down**: Allow the student to take a short break in a designated area to calm down and reflect on their behaviour.
  - **Loss of Privileges**: Temporarily remove privileges, such as free time, access to certain activities, or special roles.
  - **Behaviour Reflection Sheets**: Have the student complete a reflection sheet to think about their behaviour, why it was inappropriate, and how they can improve.
  - **Parental Contact**: Communicate with parents/guardians about the behaviour and discuss ways to support the student both at home and at school.

Intensive Interventions and Support Plans

- **Goal**: Provide intensive support for students with persistent or severe behaviour issues.
- **Examples of Strategies**:
  - **Individual Behaviour Support Plan**: Develop a personalised plan outlining specific strategies, goals, and supports for the student.
  - **Counselling or Mentoring**: Provide access to counselling services or assign a mentor to help the student work through underlying issues contributing to their behaviour.
  - **Restorative Justice Practices**: Facilitate a restorative meeting involving the student, affected peers, and staff to repair harm and restore relationships.
  - **Increased Monitoring**: Implement regular check-ins with a designated staff member to monitor the student's progress and provide ongoing support.

Formal Consequences and External Support

- **Goal**: Address serious or dangerous behaviour that requires formal consequences and potential external intervention.
- **Examples of Strategies**:
  - **Detention**: Assign detention as a consequence for repeated or serious behaviour violations, following the school's detention policy.
  - **Suspension**: In cases of extreme or unsafe behaviour, consider short-term suspension in accordance with school policies and legal guidelines.
  - **Referral to External Services**: If necessary, refer the student to external agencies or specialists, such as psychologists, behavioural therapists, or social services.
  - **Case Conference**: Hold a case conference involving parents, teachers, school leaders, and external professionals to develop a comprehensive intervention plan.

Using the Continuum

Staff should always begin with Tier 1 strategies, promoting a positive environment and preventing issues from arising. If behaviour concerns persist or escalate, they should move through the continuum, using the least intrusive interventions necessary to address the behaviour effectively. The goal is always to support the student in developing positive behaviours, with formal consequences as a last resort.

Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances in alignment with relevant CES Policy and Procedure.

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

Junior School Detention Policy and Procedure

Introduction

Our school is committed to fostering a positive and supportive learning environment where every student can thrive. We believe in the importance of using strategies, which focus on reinforcing appropriate behaviour, promoting respect, and teaching students the skills they need to succeed both academically and socially. The use of detention is considered a last resort, to be employed only after all other interventions and strategies have been exhausted.

Purpose of Detention

Detention serves as a consequence for repeated or serious behaviour that disrupts the learning environment or violates school rules. It is intended to help students reflect on their behaviour, understand the impact of their actions, and develop better strategies for future situations.

Preventative Measures

Before considering detention, staff are expected to:
- **Implement Appropriate Behaviour Strategies**: Use positive reinforcement, clear expectations, and consistent routines to encourage good behaviour.
- **Early Intervention**: Address minor issues promptly with gentle reminders, redirection, or classroom management techniques to prevent escalation.
- **Restorative Practices**: Engage students in conversations about their behaviour, helping them understand the consequences of their actions and encouraging them to make amends.
- **Communication with Parents/Guardians**: Keep parents informed of any concerns early on, working together to support the student's behaviour and well-being.

Detention Criteria

Detention may be considered if:
- A student repeatedly violates school rules despite the use of appropriate behavioural strategies and other interventions.
- A student engages in serious misconduct that significantly disrupts the learning environment or poses a risk to themselves or others.

Detention Procedure

1. **Documentation and Communication**:
   - The teacher documents the behaviour that led to the decision to issue detention, including prior interventions and conversations with the student.
   - The teacher discusses the situation with the student, explaining why detention is necessary and how it can be avoided in the future.
   - The teacher informs the parents/guardians of the detention, providing details of the behaviour and the steps that will be taken to support the student moving forward.
2. **Detention Assignment**:
   - Detentions are typically held during play breaks. The timing should be convenient for both the student and the teacher.
   - The student is given a Detention Notice, which must be signed by their parents/guardians and returned to the school.
3. **During Detention**:
   - The detention is supervised by a teacher or staff member who provides a calm and structured environment.
   - The student is expected to reflect on their behaviour, often through a written reflection or discussion with the supervising teacher.
   - The student may also be asked to complete any missed work or engage in a restorative activity, such as writing an apology letter or planning how to make better choices in the future.
4. **Follow-Up**:
   - After the detention, the teacher or a designated staff member meets with the student to review their reflection and discuss strategies to improve their behaviour.
   - Continued communication with the parents/guardians ensures that they are aware of the outcomes and any further support their child may need.
5. **Review and Monitoring**:
   - The student's behaviour is monitored closely after the detention. If positive changes are observed, they are reinforced with praise and rewards.
   - If issues persist, a more comprehensive behaviour support plan may be developed in collaboration with the school's pastoral care team, parents/guardians, and the student.

Conclusion

Our goal is to create a learning environment where every student feels valued and supported. By prioritizing appropriate behavioural strategies and using detention as a last resort, we aim to help students learn from their mistakes, develop better behaviour, and achieve their full potential.

Letter to Parents Regarding Detention

Date: [Insert Date]

Dear [Parent/Guardian's Name],

I am writing to inform you that your child, [Student's Name], has been assigned a detention on [Date of Detention] due to the following reason(s):

Reason(s) for Detention:

At St Teresa's School, we are committed to fostering a positive and supportive learning environment. Detention is used as a last resort after all other interventions and strategies have been exhausted. It serves as an opportunity for students to reflect on their behaviour, understand its impact, and develop better strategies for future situations.

During the detention, [Student's Name] will be supervised by a teacher and will be expected to reflect on their behaviour. They may also be asked to complete any missed work or engage in a restorative activity.

We value your support and would appreciate any feedback you may have. Please feel free to share your thoughts below:

Parent/Guardian Feedback:

_____

_____

Please acknowledge receipt of this notice by signing below and returning it with your child.

Parent/Guardian Signature: _____ Date:

Teacher's Signature: _____ Date:

Thank you for your cooperation and support in helping [Student's Name] learn from this experience and continue to grow both academically and personally.

Sincerely,

[Teacher's Name]
[Teacher's Contact Information]

This letter ensures clear communication between the school and parents, providing space for feedback and acknowledgment while maintaining a supportive and respectful tone.

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

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.

At St Teresa's School, we implement a range of programs that educate students around the topic of bullying and cyberbullying. These programs outline anti-bullying and cyberbullying pro-active, and preventative strategies.

As part of our mission to encourage self-discipline and ethical decision-making, our students are taught to behave in an ethical manner when using digital devices, whether school owned or student provided, to access resources, communicate and interact with others. Online behaviour should always demonstrate a Christ-centred respect for the dignity of each person. Therefore, it is never acceptable to use digital devices to harass, bully or humiliate others.

The school will investigate and take action where any kind of bullying occurs in school and outside of school when it either causes significant harm to the relationships between students and teachers, is criminal in nature or has the capacity to impact on relationships across the wider school community.

Student Safety

The safety and wellbeing of all students is at the forefront of any decision making. Where necessary our school will implement strategies to ensure the school community's safety and wellbeing. Strategies include:

- Access to school counselling

- Pastoral support

- Risk assessment and safety planning

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The CES Engage Student Support System is the database all CES schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents and responses 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.

At our school, we use behavioural data and other data sources to make informed decisions that support student learning, well-being, and overall school improvement. Here's how this process typically works:

Collecting Behavioural Data

- **Observation and Tracking**: Teachers and staff regularly observe and document student behaviours, including both positive behaviours (e.g., participation, cooperation) and challenging behaviours (e.g., disruptions, disengagement). This data is recorded systematically, often using behaviour-tracking software or logbooks.
- **Behavioural Assessments**: For students who exhibit consistent behavioural challenges, specific assessments may be conducted to identify triggers, patterns, and underlying issues. These assessments help in creating targeted interventions.

1. **Integrating Academic and Attendance Data**

- **Academic Performance**: We combine behavioural data with academic data (e.g., test scores, homework completion, class participation) to understand the relationship between behaviour and learning outcomes. This helps identify students who may be struggling academically due to behavioural issues or vice versa.

- **Attendance Records**: Attendance data is also analysed alongside behavioural data to spot correlations, such as frequent absences leading to increased behavioural challenges or declining academic performance.

Analysing Social-Emotional Data

- **Surveys and Assessments**: We use social-emotional learning (SEL) surveys and assessments to gauge students' emotional well-being, resilience, and social skills. This data is essential in understanding the broader context of a student's behaviour and addressing any emotional or social issues they may be facing.
- **Counsellor Reports**: Reports from school counsellors and psychologists provide insights into students' mental health, family circumstances, or personal challenges, offering a more holistic view of the factors influencing their behaviour.

Collaborative Decision-Making

- **Data Review Meetings**: Regular meetings are held where teachers, administrators, counsellors, and other relevant staff review the collected data. These meetings focus on identifying trends, discussing individual student cases, and developing action plans.
- **Intervention Planning**: Based on the data analysis, tailored interventions are designed. These may include behavioural support plans, academic tutoring, counselling, or changes in classroom management strategies. Interventions are continuously monitored and adjusted as needed.

Monitoring and Adjusting

- **Progress Tracking**: The effectiveness of interventions is tracked using ongoing data collection. This helps in determining whether the strategies in place are working or if they need to be modified.
- **Parent and Student Involvement**: We engage parents and, when appropriate, students in the decision-making process by sharing relevant data and discussing ways to support the student at home and in school.

2. **Improving School-Wide Practices**

- **Policy Development**: School-wide policies and practices are informed by aggregate data trends. For example, if data shows a rise in specific behavioural issues, the school might implement new SEL programs or modify the code of conduct.
- **Professional Development**: Data trends may also highlight areas where staff need additional training, leading to targeted professional development opportunities.

By using behavioural data alongside other sources of information, our school ensures that decisions are well-informed, proactive, and tailored to the needs of our students, leading to a more supportive and effective learning environment

Relevant Cairns Catholic Education Policies

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy

Relevant Legislation that informs CCE Policies

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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Appendix A – Our commitments and expectations (example)

Example Statement: Aligned with our school values, our commitment to teaching students how to be respectful and safe learners, the table below explains how we apply the same standards to ourselves, and our expectations for parents visiting our school, talking with their children about school, or supporting the successful engagement of their child with their educational program.

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

Appendix B - Behaviour Definitions

	Descriptor	Definition	Example
MINOR BEHAVIOURS			
1	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language.	Calling someone an "idiot", swearing if they kick their toe.
2	Physical contact	Student engages in non- serious, but inappropriate contact.	Pushing in the tuckshop line, horseplay.
3	Disrespect/ Non- compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests.	Saying "No", "Not going to do it", "I don't want to do that".
4	Disruption	Student engages in low intensity, but inappropriate disruption.	Calling out, talking to peers in class.
5	Uniform Violation – Minor	Student 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 a learning task, continuing on task or completing learning task.

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

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

MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**
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.