

GOOD COUNSEL PRIMARY SCHOOL

Whole School Behaviour Support Plan

APPROVAL DATE: June 2023

NEXT REVIEW DATE: June 2026

Purpose

Good Counsel Primary strives to be an authentic, positive Catholic community connected to the Charism of the **Sisters of the Good Samaritan in the Order of Saint Benedict**, and the First Nations traditional custodians of the land on which the school is situated, the Mamu People.

We acknowledge parents/carers as the first and ongoing teachers of their children. Good Counsel Primary engages with new knowledge and technologies, allowing them to inform and improve our teaching and learning, preparing our student and adult community for future learning and their ongoing educational journey. Good Counsel Primary endeavours to support the holistic (social, spiritual, physical, and academic) development of adults and students within our community, assisting those with whom we share a journey, to make a positive contribution to the community and to unfold to full human expression.



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

School Mission and Vision

Our Mission at Good Counsel Primary School is to guide the individual learner within a Catholic Christian Community. This will be achieved by providing a diversified range of appropriate curriculum experiences supported by a professional teaching approach which promotes and models Gospel values.

Our purpose is to realise these goals in an environment, which is built on effective and active communication, trust and mutual respect between staff, pupils, families, parish, and the wider community. Our Mission at Good Counsel Primary School is to guide the individual learner within a Catholic Christian Community. This will be achieved by providing a diversified range of appropriate curriculum experiences supported by a professional teaching approach which promotes and models Gospel values. Our purpose is to realise these goals in an environment, which is built on effective and active communication, trust and mutual respect between staff, pupils, families, parish, and the wider community.

The Encounter Matrix is intentionally integrated through the Relationally Responsive Pedagogies into our way of being Catholic and is evidence of how Catholic Identity is expressed in the context of GCPS through the four ways of being. These ways of being calls on all members of the Good Counsel School community to consider how they:

- **Respect** the culture which makes us who we are
- **Connect** with people, place and Spirit
- **Reflect** on what makes us who we are: people of hope
- **Embrace** this culture beyond the school community by living life deeply

Our School Context

Good Counsel Primary School is located close to the heart of Innisfail, at 96 Rankin Street. Innisfail is the Cassowary Coast's largest town, with a population of approximately 10,000. The township is picturesquely situated at the junction of the North and South Johnstone Rivers, about five kilometres from the coast. Innisfail is 90km south of Cairns along the Bruce Highway, making it easily accessible by car, bus, or train.

As the largest non-government primary school in the Innisfail district, Good Counsel Primary School offers parents real choice. Together with our sister Catholic primary schools – St Rita's at South Johnstone, St John's, and St Clare's to the south at Silkwood and Tully, and St Rita's to the north at Babinda – our schools are well known for being inclusive, welcoming to all, and surprisingly affordable. Students are attracted to GCPS from throughout the Cassowary Coast, from as far south as Tully and Mission Beach, to Babinda in the north and East Palmerston to the west.

Catholic primary school students receive enrolment priority at Good Counsel College which is located directly across the street and close to the Innisfail CBD, making the transition to the College from Good Counsel Primary seamless.

GCPS 2023 enrolment - 330 students: 14 classes from Prep to Yr 6.

Students take part in specialist Physical Education programs and an excellent range of sporting activities year-round, including Netball, AFL, Cricket, Rugby League, League Tag, Touch Football, Soccer, Athletics and Futsal. Cultural engagement is emphasised with specialist programs in The Arts, Instrumental Music and School Choir.

Spiritual development, focused on a faith-filled and values-based education, offers a solid foundation for a life of worth, not merely a life of work. Opportunities abound in mission and justice, moral and spiritual growth, (including the Year 6 Mini Vinnies), are fostered for students throughout the school.

Good Counsel Primary is a melting pot of cultures, religions, backgrounds, and abilities. The school community is inclusive, welcoming to all, caring and friendly.

Consultation and Review Process

Good Counsel Primary developed this whole school behaviour support plan in consultation with P&F, staff, and school community, assisted by Brooke Daniels and Tim Ryan. Consultation occurred through staff meetings, meetings with the P&F Committee, GCPS school positive behaviour committee and Leadership team – Liam Kenny, Amy McElhinney, Maree Helm, and Maria Caltabiano.

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 Good Counsel Primary School, we believe students should have opportunities to learn, practise and develop personal and social capabilities daily through the learning areas of the curriculum. Our process shows an understanding that: We acknowledge that student behaviour is inextricably linked to the quality of the learning experience. Positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and learning outcomes. Effective student behaviour change, and student behaviour support is enhanced through internally based school support structures, and externally-based family, education, community and interagency partnerships. Student behaviour support programs and practices incorporate a student-centred philosophy that place the student at the centre of the education process and focuses on the whole student – personal, social and academic.

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

What is Multi-tiered Systems of Support?

MTSS is a framework (Diagram 1) for schools that use a systematic 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.

Continuum of Support and Key Features

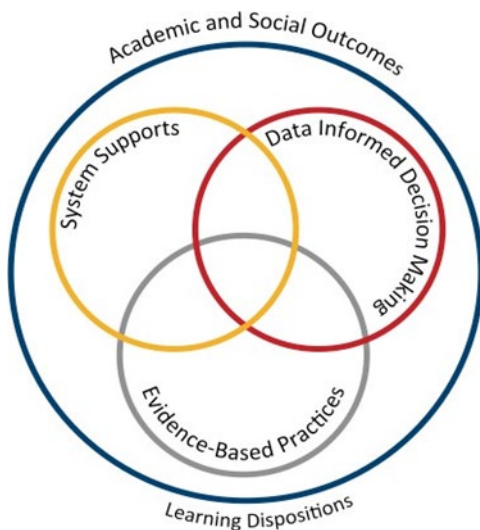


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

An important component of MTSS 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.

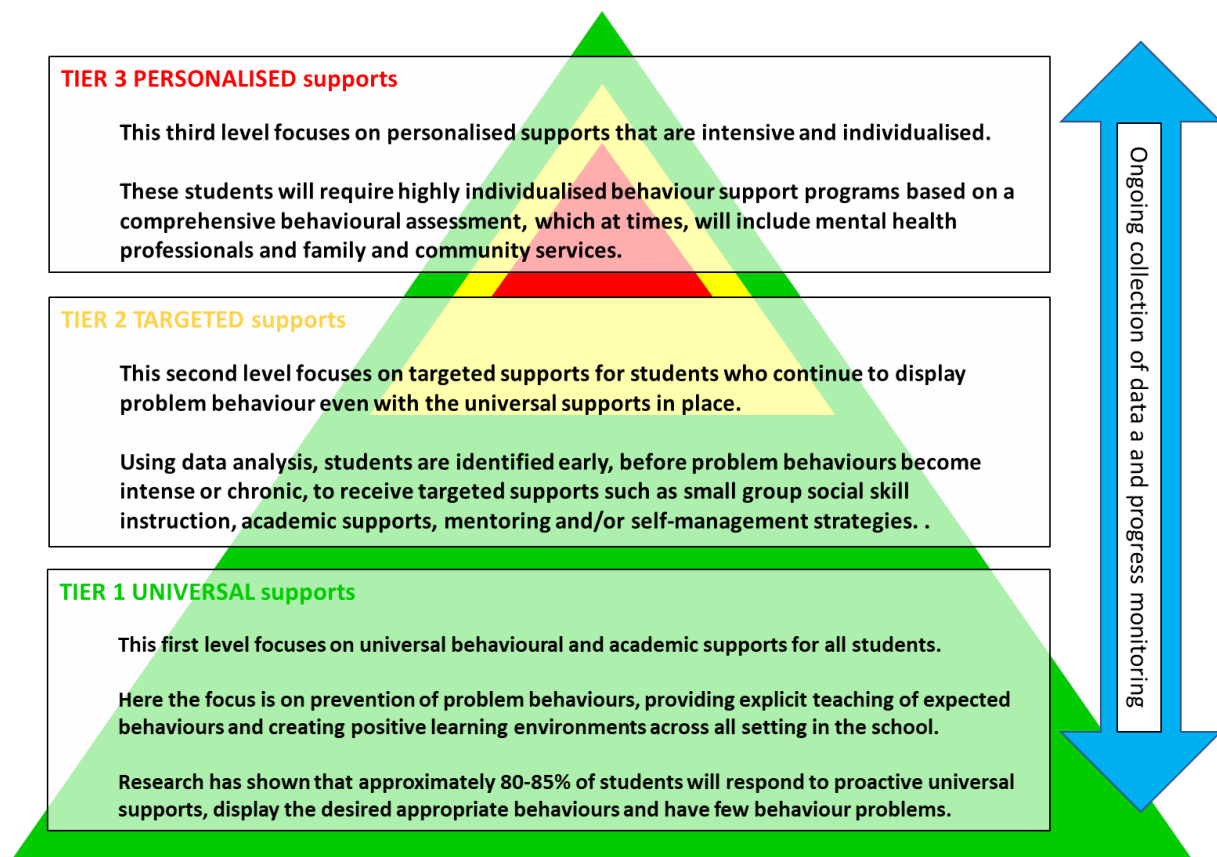


Diagram 2: Multi-Tiered Systems of Support (MTSS)

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e., every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

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

At Good Counsel Primary, the Student Behaviour Support Team comprises of Liam Kenny (Principal), Maria Caltabiano (APRE/APA), Carmel Parisi (Counsellor), Amy McElhinney (Leader of Diversity), Maree Helm (Leader of Learning & Teaching) and MTSS-E Team (Liam Kenny, Amber Di Carlo, Andrea Devaney, Amy McElhinney, Maree Helm and Maria Caltabiano). The team meets every 3-4 weeks to discuss the systems, practices and data that enable student engagement.

All staff at Good Counsel Primary play a vital role in fostering positive behaviour. Teachers will explicitly teach positive behaviours within the framework of our school Positive Behaviour Expectations of Students. All students will have access to these Expectations through weekly videos, posters in classrooms, the Library, and various rooms, Monday – Friday announcements and classroom discussions.

Professional learning that Good Counsel Primary staff are engaged in are multi-tiered systems of support (MTSS-E), micro-skills workshops, profiling, (SEL – some *You Can Do It -Program Achieve* – with the Friday Awards which support the 5 Habits of the Mind - Organisation, Persistence, Getting Along, Confidence, and Resilience; *Second Step* Program for Preps – Yr 2).

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community (Appendices A & B)

Our expectations are:

- *Welcome others as we would welcome Christ.*
Be Respectful
- *Be compassionate to the person in need.*
Be Responsible
- *Serve God by being neighbour.*
Be Safe

Our Positive Behaviour Support 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. (Appendix C).

In addition to our school expectations, our effective 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.

3. Feedback: Encouraging Productive Behaviours for Learning

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

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:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly SEL Awards – read on Assembly	Peg chart/traffic light system
Charism Value Awards – read on Assembly	Student Seesaw Positive messages home
Sports House Colour Points for general area excellence in expectations	Sports House Colour Points
Tuckshop voucher for organisation from the Principal	Sticker charts, prize box

Tier 2: Targeted Supports

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

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

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

Functional & Social Skills Group - Intervention provided for students with special needs (as organised by Amy McElhinney (Diversity) - teaching functional and social skills in small groups to enhance their ability to interact with peers and adults.

Tier 3: Personalised Supports

Successful outcomes for students, whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of MTSS-E.

Personalised supports currently on offer at GCPS include:

- Personalised Learning Supports (PLPs) through Diverse Learning Team, this may also include an Individual Behaviour Support Plan
- Pro-active, collaborative problem-solving process
- School Counsellor support services
- 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, student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the behaviours they are using appear to meet their needs. When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

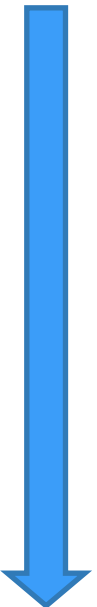
To feedforward when responding to student behaviours, we have a system in place that enables staff to respond to minor behaviours efficiently and effectively, to chronic persistent minor behaviours and to major behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and

non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix D.

Although the teacher is the key problem-solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that consider:

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

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

<p>Least Intrusive</p>  <p>Most Intrusive</p>	<p>INDIRECT Instructional strategies</p> <ul style="list-style-type: none"> • Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately. • Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour. • Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary. • Cueing with parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving appropriately who is nearby to a student behaving inappropriately. Praise the student after behaviour has been corrected.
	<p>DIRECT Instructional strategies</p> <p>Direct strategies are used after indirect strategies have been used</p> <ul style="list-style-type: none"> • Verbal redirection - this interaction should ideally use the language of the school's expectations, matching the response to the frequency and severity of the behaviour. <ul style="list-style-type: none"> - Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8) - Questioning to redirect - Rule reminder - Re-teach behavioural expectations. - Provide choice (ESCM 9) (provide statement of two alternatives, the preferred behaviour and a less preferred choice). • Follow-through (ESCM 10) – supervised time-out in/out of classroom, logical consequence applied (leads to problem-solving and restorative steps outlined below)
	<p>Problem-solving</p> <ul style="list-style-type: none"> • Teacher – student conversation • Work it out together plan • Teacher – student – parent meeting • Teacher – student – leadership conversation
	<p>Restorative</p> <ul style="list-style-type: none"> • Student apology • Restitution / repair • Restorative conversation
	<p>De-Escalation</p> <ul style="list-style-type: none"> • Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual IBSP and management of escalated behaviour plan

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

5. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances (as outlined on page 8 above).

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

6. Bullying and Cyberbullying – Information, Prevention, and School Response

Bullying is an ongoing misuse of power in relationships through usually repeated verbal, physical and/or social behaviour that is intended to cause physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more people. Bullying can happen in person or using digital or other technologies, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

(CES Policy Student Bullying – Prevent and Responses in Schools Policy)

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
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Refer to Qld Government

Safe Responsible and Respectful Online –Student Code of Conduct -
<https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/student-code-of-conduct>

Supporting student behaviour -
<https://behaviour.education.qld.gov.au/supporting-student-behaviour/intensive-support>

GCPS focuses on preventing cyberbullying by creating an atmosphere of respect, empathy, and digital literacy to discourage potential bullies and promote responsible online behaviour by:

Promoting Digital Literacy, Creating Safe Online Spaces, Encouraging Open Dialogue, Promoting Empathy and Kindness, Involvement of Parents/Carers (cyber inspired.com)

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The CES Engage Student Support System is the database all CES schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.



The Leadership team analyses Engage Student Support System data to identify common, ongoing, unproductive behaviours; discussing this information with staff involved. At times this may involve the Principal, or any one member of the team, especially Diversity with Tier 3 students, working collaboratively with students (and teachers) to better understand the situations, and to improve future support and outcomes.

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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Good Counsel Primary Values & Expectations

1. Welcome others as we would welcome Christ

Be respectful

2. Be compassionate to the person in need

Be responsible

3. Serve God by being neighbour

Be safe


Our Catholic Identity shines through school-wide expectations that encourage consistent communication, with an established common language for all staff and students, across all settings.

Appendix B – GCPS commitments and expectations

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

	What you can expect from us	What we expect of you
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.	You have your child at school before the bell or there will be explained notification provided for the absence.

Appendix C – Expectations of Students



GOOD COUNSEL PRIMARY - EXPECTATIONS of STUDENTS

ALWAYS and EVERYWHERE:

* Hands and feet to yourself ~ Speaking kindly - use good manners

* Respect property

* Try your best

* Follow instructions immediately

* Be honest – own your behaviour

EXPECTATION	INSIDE LEARNING SPACES	OUTSIDE SPACES	TRANSITIONS	TOILETS	BEFORE & AFTER SCHOOL	CHURCH	ONLINE
BE RESPECTFUL <i>Welcome others as we would welcome Christ</i>	<ul style="list-style-type: none"> Acknowledge & greet staff/students by name Request politely – e.g., Excuse me Miss/ Mrs/ Mrs.... May I have a drink please? Walk quietly Raise hand to speak Cooperate with, encourage, and include others. Everyone has the right to learn 	<ul style="list-style-type: none"> Keep areas tidy- pick up rubbish Play fairly Play ends at the bell Care for the play equipment and play space 	<ul style="list-style-type: none"> Walk quietly in straight lines. Be calm and patient 	<ul style="list-style-type: none"> Respect privacy Leave the toilet area clean and tidy Use quiet voice 	<ul style="list-style-type: none"> Arrive on time Put your bag on the hook and wait away from verandahs Walk behind the teacher to the bus and pick up. 	<ul style="list-style-type: none"> Whole body participation – ears and eyes for the speakers Sing and respond appropriately 	<ul style="list-style-type: none"> Treat equipment with care Communicate in a kind and friendly way Ask before you take a photo/video of anyone
BE RESPONSIBLE <i>Be compassionate to the person in need</i>	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time 	<ul style="list-style-type: none"> Bags hung on racks Zips closed on ports Eat at both breaks Clean up around you at lunchtime Recycle poppers 	<ul style="list-style-type: none"> Games stop at the end of playtime Get lunchbox, water bottle, be seated in class lines promptly Get a drink during break time 	<ul style="list-style-type: none"> Go to the toilet at break times 	<ul style="list-style-type: none"> Leave promptly at the end of the day 	<ul style="list-style-type: none"> Enter and exit rooms quietly and calmly 	<ul style="list-style-type: none"> Be responsible with online behaviour
BE SAFE <i>Serve God by being neighbour</i>	<ul style="list-style-type: none"> Use equipment appropriately Report inappropriate behaviour Follow instructions Move carefully 	<ul style="list-style-type: none"> Wear your hat Report inappropriate behaviour Walk instead of running to where you are going Use playground equipment safely 	<ul style="list-style-type: none"> Walk on each step Keep to the left on the stairwell 	<ul style="list-style-type: none"> Wash your hands after using the toilet and before and after eating 	<ul style="list-style-type: none"> Walk on the concrete Bags to classroom and then wait in the Blue Area until the classroom is open. Play in the Blue Area when the music starts (no playing on the verandahs) Move promptly to going home destination Shoes stay on when leaving school grounds 	<ul style="list-style-type: none"> Walk sensibly to and from the church Stand on the floor not on the kneelers 	<ul style="list-style-type: none"> Keep usernames and passwords private

Appendix D - Behaviour Definitions

MINOR BEHAVIOURS			
	Descriptor	Definition	Example
1	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/ Non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to peers in class
5	Uniform Violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation – Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property Misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete Tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

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

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

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