

St Therese's School

Bentley Park



Whole School Behaviour Support Plan

EFFECTIVE DATE: November 2024

FULL REVIEW DATE: November 2027

Purpose

St Therese's School 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

School Vision

Inspired by Christ, we journey together, embracing faith, life and learning.

School Mission

To achieve our Vision, we are called to offer quality Catholic education so that each person may know and come to identify more fully with the living Spirit of Christ:

- by being welcoming, respecting the uniqueness of all, made in the image and likeness of God;
- by building relationships that strengthen a respectful, safe and supportive learning community;
- by living, celebrating and enriching our Catholic Christian tradition through worship, evangelisation, spiritual and faith formation;
- by being worthy stewards of God's Creation;
- by ensuring that learning is personalised, inclusive and holistic, and in partnership with all.

At St Therese's School we live our values of strengthening faith, welcoming community, embracing learning and showing respect embedding the Encounter Catholic Identity Framework values of reflect, respect, embrace and connect.

Our School Context

St Therese's School is located 20 minutes south of Cairns City, in Bentley Park; an area referred to as the 'growth corridor' of Cairns. Our school has a rich 90-year history in the Edmonton area, opening its doors on the 29th April, 1929, with an enrolment of 30 students. Responding to growing numbers of families seeking enrolment, our school was relocated in 1995, from Edmonton to a new site, its current position, in Bentley Park. Our staff continue the vision and mission of Catholic Education that began so many years ago, enabling a holistic and world class learning environment at St Therese's, for just less than 600 students from Prep to Year 6.

We value parents as their child's first teachers. St Therese's School fosters a culture of collaboration and wellbeing and has an active and visible parent presence in our community. Parents are encouraged to attend the regular meetings of the STSC (St Therese's School Community), to discuss areas of support and to provide insights into learning and teaching practices at our school. Often guest speakers are invited, responding to identified parent requests and needs.

St Therese's School offers nine Learning Areas (LAs): Religious Education, Mathematics, English, Studies of Society and Environment (SOSE), Science, Technology, The Arts (Art & Drama, Music), Languages Other Than English (Italian) and HPE. Tuition for instrumental music is offered, as an extracurricular activity, to students from Year 1 to Year 6.

Social Emotional Learning (SEL) is taught and integrated across all year levels. Staff resource learning and teaching of SEL through the Resilience Project (Prep-Year 6), this program is generously supported by the STSC. Health and Physical Education lessons use the Daniel Morcombe Curriculum (Prep-Year 4), and Real Talk (Year 5-Year 6).

St Therese's School students participate in competitive team sport activities across the region in

the following disciplines: Rugby League, AFL, Netball, Athletics, Futsal, Soccer, Reader's Cup, and The Cairns Eisteddfod.

Our school's Student Leadership Program and Piconne's Citizenship Awards, through the support and sponsorship of a local businessman Lou *Piccone*, *promotes and rewards active community involvement, building a strong sense of identity, collaborative relationships, and the development of effective communication and interpersonal skills.*

Learning is enhanced and enriched at St Therese's School through the integration of key events throughout the school year such as: global citizenship initiatives (promoting social justice and environmental causes), NAIDOC celebrations, ANZAC Day, Book Week, Catholic Education Week, The Premier's Reading Challenge, 100 Days of Learning, and various celebrations, and feast days in the Church's liturgical calendar.

Consultation and Review Process

St Therese's School developed this plan in consultation with the school community. Consultation and review occurred through staff meetings, meetings with the STSC, our School Governance Committee, our Multi-Tiered Systems of Support - Engagement (MTSS-E) committee and coach, 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. As we engage in the vision and mission of St Therese's School, we uphold the following beliefs:

About Learners: (Catholic Education, Diocese of Cairns, Learning Framework)

- Each student is created in the image of God. All students learn in a community of faith, hope, love, learning and stewardship.
- Each student brings a wealth of life experiences, capabilities and questions to the process of learning.
- Given the right support and context, all learners can make a valuable contribution to the school and wider community (paraphrased - Greene, 2019).

About Learning:

- Catholic schools create authentic learning experiences for all.
- Effective learning and teaching is a purposeful process that develops the spiritual, cognitive, emotional, social and physical learning needs of all.
- Learning is a lifelong and reciprocal process.

About Teaching:

- Teaching is a ministry and invokes a commitment to live out the mission of Jesus.
- Teaching is relational with a shared responsibility to educate for the common good and wellbeing of all.
- Teaching is visible, explicit and responsive, creating equity and excellence for all learners

About Behaviour:

- Behaviour is a form of communication.
- Behavioural display should not stigmatise the individual.
- Behaviours can be taught, changed, and challenged through:
 - Establishing Clear Expectations (co-constructed).
 - Developing and maintaining effective routines.
 - Teaching new skills.
 - Building relationships and trust.

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

A whole school approach provides a continuum of support (Universal, Targeted and Personalised) that acknowledges that students will need differing levels of support 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.

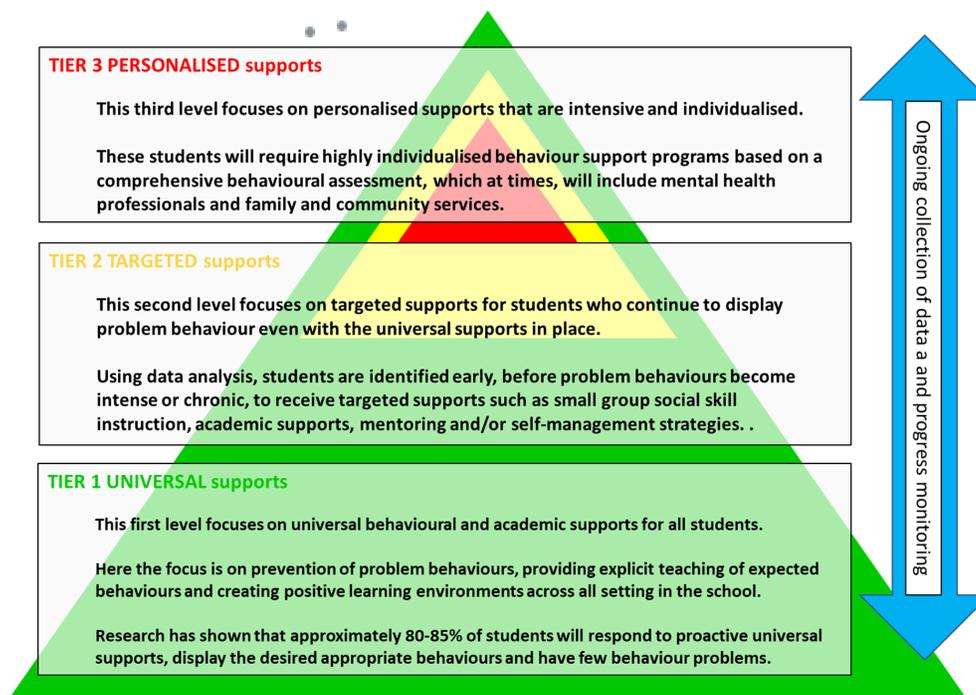


Diagram 1: Multi-Tiered Systems of Support (MTSS)

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

At St Therese's School our MTSS-E Team, which is a representative of our school community, reviews and develops whole school systems and practices and uses a range of data to inform progress of implementation. The role of this team is to be the main drivers behind the MTSS-E roll out across the school and to gather information and become more informed regarding MTSS-E initiatives.

Our school's Engagement Team is led by our Leader of Engagement and is supported by a Teacher of Engagement, and engagement school officers. This team is supported by the Assistant Principal Administration (APA) (Years 4-6), the Assistant Principal Religious Education (APRE) (Years P-2) and the School Principal.

Our staff frequently undergoes professional learning to build capacity. This includes upskilling in recording incidents and conversations on Engage, using Engage to review and use data (e.g. Case Management Meetings & Staff Meetings), Essential Skills for Classroom Management and Classroom Profiling, Maybo Training, PSSO Student Protection training and MTSS-E systems and practices (Tiers 1, 2 & 3), trauma-informed practices, Mental Health First Aid training.

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

1. 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:

- Strengthening Faith
- Welcoming Community
- Embracing Learning
- Showing Respect

Our Whole School Behaviour Expectation 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.

2. Teaching Expected Behaviour

Effective instruction requires practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long. Our school has a sequential plan for behaviour expectations based on our Whole School Behaviour Expectation Matrix. Teachers explicitly teach the focus expectation for the week daily and throughout the week. Leadership supports teachers with the provisions of resources in the STS News and explicitly teaches this expectation at assembly. There are also video resources available, co-constructed by teachers and students for the explicit teaching of expectations via our active matrix.

St Therese's Whole School Expectations For Student Behaviour			
	I am Safe when I:	I am Respectful when I:	I am a Learner when I:
Inside	<ul style="list-style-type: none"> Walk with care and awareness of others Use equipment with care and for the intended purpose Keep hands and feet and objects to myself Follow instructions Ask permission to leave the learning area 	<ul style="list-style-type: none"> Use polite and appropriate language at all times Accept the differences of others Am an active, first-time listener Acknowledge mine and others personal spaces Use, return and store equipment properly Keep shared spaces tidy Am truthful 	<ul style="list-style-type: none"> Try my best Support everyone's right to learn Am ready for learning Maintain appropriate noise levels Arrive on time Set learning goals Seek and observe feedback
Outside	<ul style="list-style-type: none"> Walk on pathways and I stay to the left Follow instructions Wear the school uniform correctly Use the toilets responsibly Keep my hands and feet to myself Do the right thing, in the right place, at the right time Transition between areas appropriately Eat in the appropriate area 	<ul style="list-style-type: none"> Move around quietly Use, return and store equipment properly Notice people on their own and help them join in Am a steward of creation Am a first-time listener Am truthful Use polite and appropriate language at all times Greet and acknowledge people appropriately Accept the differences of others 	<ul style="list-style-type: none"> Pack up my lunch at the end of eating time Am in the right place at the right time Help younger students learn how to play Learn the rules of the game (Handball, Soccer, Touch football, Basketball) and follow them
Digital	<ul style="list-style-type: none"> Report unacceptable ICT use to teachers Keep usernames and passwords to myself Use, return and store ICT equipment properly Use school platforms respectfully and appropriately 	<ul style="list-style-type: none"> Only use my own login Observe other's rights to use online resources that are free from bullying Am courteous and polite in all communication 	<ul style="list-style-type: none"> Use technology to support my learning. Use the recommended learning programs when online

3. 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
PBS ticket system	Class rewards - stickers, prizes, stamps etc.
GEM award at assembly	Bucket Fillers
PBS Badges - Assembly (Wk 5 & 10) Winners also promoted on Big Screen TV	Good News Letters/Notes/Emails home to parents
Weekly Zoom PBS Certificates with Zooper Dooper Reward	Sticker Cards
Gotcha's - Duty roster teachers acknowledging and rewarding students doing the right thing with tickets	Personal Acknowledgement - Students showing work to another teacher or Leadership

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 support are monitored and reviewed.

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

- 'We Thinkers' program - this 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. The Engagement Teacher or School Counsellor facilitates this group.
- Zones of Regulation - implemented by the School Counsellor and or Classroom Teacher to support the students to regulate themselves.

Tier 3: 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 and Playground Support Plan
- Proactive, collaborative problem-solving process with parent, student & leadership
- School Counsellor support services
- Care Team - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Chill Zone- This space is monitored by staff to provide children a space that is calm and interest based to support regulation during lunch times.
- Separate eating space that is monitored by the engagement team (facilitates social skills with peers and adults during the eating break).
- Engagement Teacher 1:1 teaching of social skills and curriculum
- Wellbeing Teacher role, delivering specific social emotional and social skilling lessons for individual students

4. 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 implemented for responding to problem behaviours are outlined in the Behaviour Response Continuum below:



Minor & Major Behaviour Response Continuum

Our school behaviour expectations (Safety, Respect and Learning) are underpinned by our school values - Showing Respect, Embracing Learning, Strengthening Faith and Being a Welcoming Community.

Minor Behaviours To be Managed by Teachers & School Officers In the event of a minor behaviour		Major Behaviours To be Managed by the Engagement Team & Leadership In the event of a major behaviour	
First: Gain attention Student name/ verbal – non-verbal cue Move to a visible position Move to <u>close proximity</u>	Safety: - physical contact - being out of bounds - property misconduct - sexualised behaviour (green light) Respect: - inappropriate verbal language - teasing Learning: - cheating - technology violation - disruption - task avoidance	Safety: - physical aggression - concerning sexualised behaviour (orange/red light) - self-harm Respect: - verbal aggression - bullying/harassment - non-compliance/defiance - theft - vandalism/property disruption Learning: - academic disengagement - disruption - truancy - plagiarism	First: Assess the situation (T) - What is happening? - Who is involved? - Is it safe? - Does this need further support?
Second: Redirect Gain the student's attention Brief reminder of expectation Explore the student's challenges Provide simple choices			Second: Minimise Risk/ Reduce Triggers: (T/L) - Speak Calmly - Remove safety risks/ triggers (Where possible) - Reduce sensory input/ demands - Allow child to move/ relocate if safe - Evacuate the area
Third: Re-teach Discrete conference with the student Provide a structured choice Re-teach the expectation - Using Matrix			Third: Contact Engagement or Leadership to support - Send a student/staff member to get support (prompt, proactive, pre-emptive) - Stay and monitor - collaborate - (T) Liaise with Line Management for referrals and wellbeing support
Fourth: Monitor and Review Use PBS tickets to reinforce taught behaviour Observe and review Engage/PBS data For Persistent/repetitive minor behaviours: - CT to contact parents - Consider progression to Major Behaviour Responses			Fourth: Debrief/ Communicate: - Debrief with relevant parties - Email sent to classroom teacher - Explicit Instruction with classroom - (T) Liaise with Line Management for referrals and wellbeing support - Decide consequences/sanctions (T/L) - Parent to be contacted by CT, ET or Leadership - Restorative practises implemented
See Appendix A for clarity			
<ul style="list-style-type: none"> Classroom Teacher - Document behaviours (minor and major) on Engage All staff - Ensure that all behavioural expectations are consistently and explicitly taught/<u>reinforced across</u> all environments 			

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 in alignment with relevant CES Policy and Procedure.

These additional sanctions comprise:

- Suspension
- Exclusion

6. 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 act or an ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons.

At St Therese'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.

Proactive Prevention:

St Therese's School has actively targeted the prevention of bullying through the following:

- Promoting a whole-school culture that emphasises the values of safety, learning and respect.
- Implementing whole-school social emotional learning (SEL) programs.
- Participating in events that celebrate diversity and challenge social barriers and stigma
- Leadership – Visible leadership to inspire positive school communities
- Inclusion – Inclusive and connected school culture
- Student Voice – Authentic student participation
- Partnerships – Effective family and community partnerships
- Support – Student Engagement and support for positive behaviour

7. 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
- Annual training to ensure mandatory reporting obligations
- Training for all staff on the Engage

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.



MTSS-E Team regularly reviews behaviour incident data to inform decisions and areas for improvement.

Leader of Engagement, leadership team use data to inform decision making as well as Duty rosters, resources.

Case management meetings with Leader of Engagement and teaching teams use data to inform engagement team processes, practise and pedagogy and curriculum.

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 and Procedure

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- 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	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