

St Therese's School

Bentley Park



Whole School Behaviour Support Plan

EFFECTIVE DATE: January 2026

FULL REVIEW DATE: November 2028

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 through the Health curriculum which is provided to all students at St Therese's. St Therese's Engagement and Wellbeing Team offer significant targeted wellbeing programs for students who require additional support for their social and emotional development:

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.

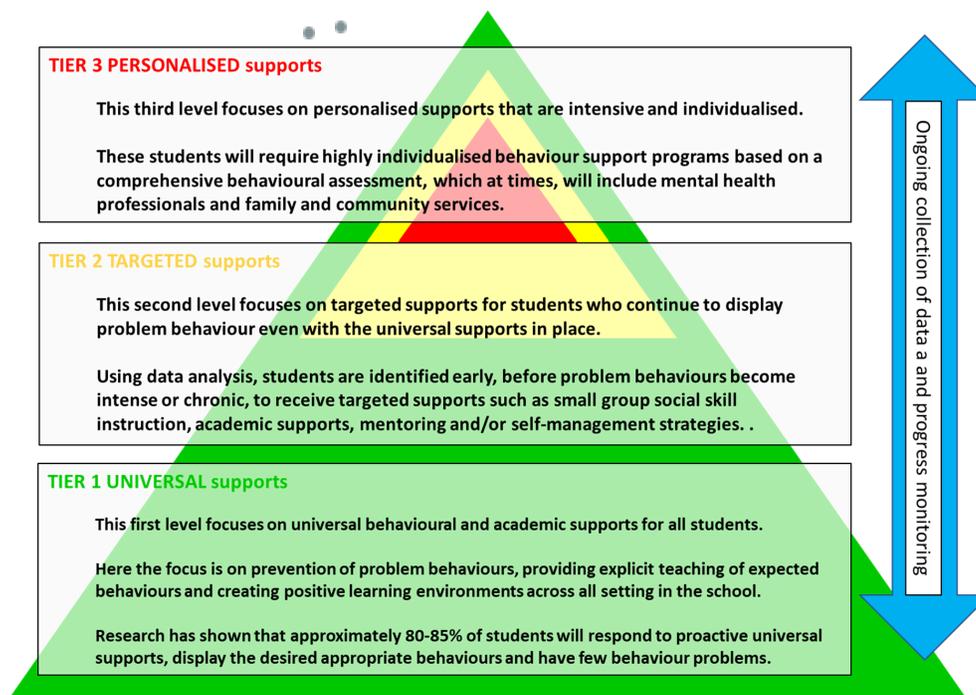


Diagram 1: Multi-Tiered Systems of Support (MTSS)

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 Wellbeing Teacher, and Engagement School Officers. This team is supported by the Assistant Principal Administration (APA), the Assistant Principal Religious Education (APRE) 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 School Behaviour Matrix

At St Therese's School, our behaviour reflects our commitment to living as Jesus taught us. We intentionally align our actions with our four core values: Welcoming Community, Showing Respect, Embracing Learning, and Strengthening Faith. This matrix outlines the behaviours we explicitly teach, model, acknowledge, and restore when needed, ensuring a safe, inclusive, and high-expectation learning environment.

Welcoming Community	Showing Respect	Embracing Learning	Strengthening Faith
<ul style="list-style-type: none"> Greet others kindly and inclusively Invite and support others to participate Helping others in need Celebrate the diversity and difference of others Support peers socially, emotionally, and academically Care for shared spaces, resources, and the environment Resolve conflict peacefully and seek help when needed Walk with care and awareness of others Wear school uniform with pride Encourage a sense of belonging. Listen to the ideas of others 	<ul style="list-style-type: none"> Always use polite and respectful language Keep hands, feet and objects to self always Respect personal space and boundaries Arrive on time with the correct learning equipment Willingness to work with others Return property in appropriate condition Transition appropriately between areas by walking calmly and safely around the school Use technology to support my learning Ask permission to leave the space Maintain appropriate noise levels Be a first-time listener and follow instructions promptly Wear the school uniform with pride and responsibility Care for personal, school, and others' property 	<ul style="list-style-type: none"> Arrive on time, ready, and organised for learning Be a first-time listener and follow instructions promptly Engage actively in learning tasks and discussions Demonstrate perseverance when learning is challenging Set personal learning goals and reflect on progress Seek, accept, and act on feedback Demonstrate curiosity by asking thoughtful questions Take responsibility for learning choices and behaviour Use technology purposefully and ethically to enhance learning <ul style="list-style-type: none"> Collaborate respectfully with others to deepen understanding Maintain learning materials and equipment Show pride in effort, not just outcomes Apply learning across subjects and real-life contexts 	<ul style="list-style-type: none"> Honour the dignity of every person as made in God's image Live the Gospel through kindness, humility, and love Follow the example of St Thérèse of Lisieux by doing small things with great love Show gentleness, patience, and compassion in words and actions Participate respectfully in prayer, liturgy, and sacramental life Demonstrate integrity, honesty, and moral courage Acknowledge mistakes and take responsibility for restoring relationships Show openness to faith experiences and allow others to share their faith Serve others willingly, especially those in need Care for God's creation through responsible stewardship Reflect on personal actions and choices in light of Jesus' teachings Trust in God during challenges and show hope in times of difficulty
<p>Student Expectations At St Therese, students are expected to demonstrate our values by being in the right place, at the right time, with the right equipment and right attitude.</p> <p>Restorative Approach At St Therese's, behaviour is addressed through a restorative lens. When behaviour does not meet expectations, students are supported to reflect, repair relationships, and restore trust. This approach reinforces accountability, empathy, and personal growth.</p> <p>Living the Little Way at St Therese's At St Therese's School, Strengthening Faith is inspired by our patron saint, St Thérèse of Lisieux. Her 'Little Way' reminds us that holiness is found in everyday actions — acts of kindness, patience, humility, and love. We strive to form students who live their faith not only in prayer and worship, but through the way they treat others and respond to life's challenges.</p>			
			

3. Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating our school values in action.

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

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Positive Behaviour Points	Class rewards - stickers, prizes, stamps etc.
Student of the Week Awards	Bucket Fillers
Values in Action Awards (presented in Week 9 each term)	Good News Letters/Notes/Emails home to parents
Spirit of St Therese of Lisieux Awards	Sticker Cards
Senior Leadership Excellence Awards	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 - this intervention program 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 Wellbeing and Engagement Teacher facilitates this group. The curriculum is intended for children ages 4 -7 years old.

Let's Solve It! – An intervention program consisting of two books with ten story pairs each to help students who are ready to learn about predictions, perspectives and social problem-solving. The stories explore a step-by-step problem-solving pathway using common scenarios across school, home and community environments that students can relate to. The stories and templates allow students to practice perspective taking through characters' words and actions, thoughts and feelings. Teaching set designed for children ages 7-9.

Social Detective! – An intervention program that follows on from 'We Thinkers' that explains Social Thinking to kids (developed from Social Thinking Methodology). The program teaches the four-step teaching and social learning process of, attend, interpret, problem-solve and respond. The program focuses on Social Thinking Vocabulary terms and concepts to help students build an understanding of the Social Emotional Chain Reaction which is made up of our thoughts, feelings, actions and reactions. The curriculum is intended for 5-10+ years old. The Wellbeing and

Engagement Teacher facilitates this program.

Superflex Curriculum – Intervention that supports the teaching of self-awareness, executive functions, metacognition, social interpretation, and self-regulation to students with different social learning styles. The curriculum begins with the *You are a Social Detective!* series and then moves into the Superflex curriculum. The purpose of this series is to teach students in a motivating and fun way social and emotional concepts through a metacognitive superhero adventure. The curriculum is intended for 7-10+ years old. The Wellbeing and Engagement Teacher facilitate this program.

Talkabout for Children – A program divided into three resources that uses a hierarchical approach to teaching social skills. Children are organised into groups and these work best if students' needs are well-matched. Groups are recommended to be between 4-8 children with sessions running for around 40 minutes. It is also recommended that groups have two adult leaders as children may choose to share things that need to be acted on. The program is particularly aimed at primary school (aged 4-11) or children with special needs (aged 5-16). Each resource builds on the next. The Wellbeing and Engagement Teacher facilitates this program.

1. **Talkabout for Children: Developing self-awareness and self-esteem** – A year-long program on self-awareness and self-esteem including 40 activities and some worksheets. The aim is to develop students' self-perception of themselves; how they define themselves in terms of their motivations, attitudes and behaviours, and how all of these affect their emotional wellbeing. At St Therese's we begin the program in Year 4.
2. **Talkabout for Children: Developing Social Skills** – Has over 60 activities to develop social skills. The aim is to develop skills needed to communicate effectively in order to listen to others, to express themselves, to be taken seriously and to make friends. At St Therese's we begin this stage of the program in Year 5.
3. **Talkabout for Children: Developing Friendship Skills** – Has over 40 activities to develop friendship skills. This covers topics like identifying qualities of a friend, how to choose friends, how to be a good friend and how to cope with problems. At St Therese's we begin this stage of the program in Year 6.

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:

St Therese School Behaviour Response Continuum				
<p>At St Therese's, our student behaviour reflects our values by Embracing Learning with curiosity and effort, Showing Respect through words and actions, Strengthening Faith by living like Jesus, and Welcoming Community by including and caring for others.</p>				
<p>Examples of Minor Incident Challenging Behaviours</p> <ul style="list-style-type: none"> Disrespect/non-compliance Late Incomplete class work Disruption Teasing Gum Technology violation – <ol style="list-style-type: none"> Off task tech violation Mobile Devices (turned off at all times when on school grounds and given to classroom teacher) Lying/Cheating/plagiarism Inappropriate verbal language Physical Contact Uniform – worn incorrectly Out of Bounds <p>The individual circumstances of each case will be taken into account when deciding upon and applying consequences.</p> <p>School staff and Engagement Team will collaborate with Parents &/or Carers.</p>	<p>Steps 1 – 3 are characterised by infrequent, low-level incidents that must be addressed immediately by the classroom teacher.</p> <p>Step 1- Warning: Teacher to write anecdotal records in teacher diary/records and speak to student (Make necessary adjustments). Give Students two warnings to try and adjust behaviour. If behaviour continues, they are to have a 5-minute time out in line-of-sight of the Teacher. Teacher is to explicitly re-teacher expectations upon re-entry into class. Teacher to positively reinforce if behaviour has improved.</p> <p>Step 2- Buddy Class: If the student continues with the behaviour the teacher is to give one warning to adjust behaviour. If behaviour continues, they will be sent to a buddy class for the rest of the current session. Teacher directed duties: restorative conversation, 15-minute lunch time detention, rubbish duty, clean the classroom. Parent/Carer communication must be done at this step.</p> <p>Step 3-Referral to Senior Leadership: If student continues with behaviour the student will be given 1 warning and then referred to the Senior Leadership Team.</p> <p>Teacher is to enter incident on Engage The student is given a consequence at the discretion of a member of the Senior Leadership Team.</p> <p>Student refusal at steps 1 & 2 will result in the Staff escalating to step 3.</p>	<p>Examples of Major Incident Behaviours</p> <ul style="list-style-type: none"> Inappropriate physical contact Emotional harassment of others (bullying) Physical assault or intimidation of others Verbal abuse or harassment of others (including staff) Leaving the School boundaries/truancy Willful offence against property Plagiarism/Forgery Theft Vaping/smoking Defiance/non-compliance 	<p>Major behaviours are characterised by continued failure to change or correct minor incident behaviours or serious or major isolated incident(s) which may be unlawful/dangerous and/or unethical or harm the rights of others. Refer to Senior Leadership Team.</p> <p>Internal Suspension: Parents/Carers notified by phone and letter. Complete an incident in Engage</p> <p>External Suspension: Parents/Carers notified by phone and letter. Complete an incident in Engage.</p> <p>Student to complete restorative task determined by the Senior Leadership Team. Student must complete the task prior to the re-entry meeting.</p> <p>Re-entry Interview: Senior Leadership, Parent/Carers & Student. (may include classroom teacher)</p> <p>Student to be placed on a 1-week Check-in-Check-Out Card and monitored by Leader of Engagement.</p> <p>Further Incidents Suspension: At the discretion of the Senior Leadership Team. Repeat steps 5 – 6. Complete an incident in Engage.</p> <p>Student to be placed on a Check-in-Check-Out Card and monitored by Leader of Engagement for a period determined by Senior Leadership Team.</p> <p>Continued breaking of the school rules & conditions of enrolment contract. Senior Leadership to refer student to Director of School Performance.</p>	
				

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