SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Our School Context

Jubilee Primary School was established in 2001 as Brisbane Catholic Education's first Ecumenical School. There are four Christian Traditions involved with Jubilee Primary School:
-Catholic (St Mary's Catholic Parish, Upper Coomera)
-Anglican (Gold Coast North Anglican Church)
-Apostolic (Southland Christian Centre, Pacific Pines)
-Uniting (Living Rivers Uniting, Nerang, Pimpama & Coomera)

Jubilee currently has over 640 students enrolled. Located in the Northern end of the Gold Coast, Pacific Pines is a socio-economic area suffering large burdens of financial stress, with medium to high density housing. The most predominant occupation in the area leans towards persons being employed as Technicians and Trade Workers (18.6% compared to 14.8% which is the average for South East QLD); compared to a smaller percentage person employed as Professionals (13.5% compared to 18.9%). We have a cross cultural community with students coming from over twelve different cultural backgrounds. Twenty ESL students, fifteen ATSI students and twenty-five students with diverse learning needs all received funding support this year. This year we are a National Partnerships school.
 Our Jubilee staff includes:
- 25 full time equivalent class room teachers
- Traditional groupings in all classes, predominantly a 4-stream school
- 4 specialist teachers (Music, PE, LOTE, Library)
- 1 ST:IE's
- 2 Learning Support Teachers
- 1 Teacher/Librarian
- Admin made up of Principal, APA, APRE and PLL
- 14 school officers
- Guidance Councillor, part time.
- 1 full time Groundsman

Consultation and Review Process

Jubilee Primary developed this behaviour plan in consultation with all appropriate members of the school community. Consultation involved meetings with teachers, parents/care givers and administration staff. It involved in-service of key staff personnel. A draft plan was presented to teachers and parents for comment.
Staff members were involved in an investigation of school data relating to behaviour management issues, including the use of the BCE Engage tracking system.
The plan was endorsed by the school principal, teachers, parent body and area supervisor. This is reviewed every two years. Engage data is reviewed on a frequent basis with our PB4L committees and leadership team. Associated recommendations and priorities stem from this data

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

We believe that we are called to: Teach Challenge Transform – we educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised (Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2004).

Student behaviour support is at the core of what we do at Jubilee. At Jubilee we aim to build an authentic ecumenical learning community that promotes equity and excellence for all children. We make this visible through

- A shared vision for teaching and learning;
- Nurturing, celebrating and adapting to the story of each child;
- Active engagement in learning;
- A shared language and common understandings;
- A supportive Christian educational environment.

A common vision can give life and excitement to possibilities within the classroom. Class expectations give guidelines for the types of behaviour that the class would see themselves living to achieve that vision

Emphasis is on a sound theoretical foundation, measurable valued outcomes, adoption and sustained use of evidence-based practices, principles of organisational change guiding the process, and data-based decision-making model in use for continuous enhancements and regenerations (Gilbert, 1978; Gilbert & Gilbert, 1992; McIntosh, Horner & Sugai, 2007).

As a Jubilee school community, we want our students to be respectful, positive, responsible and organised.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.
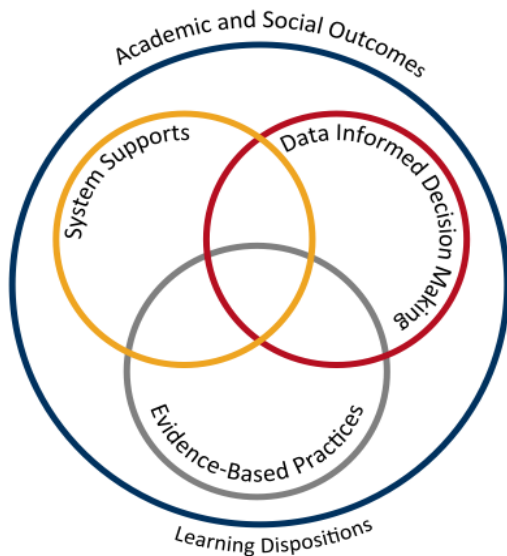
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive
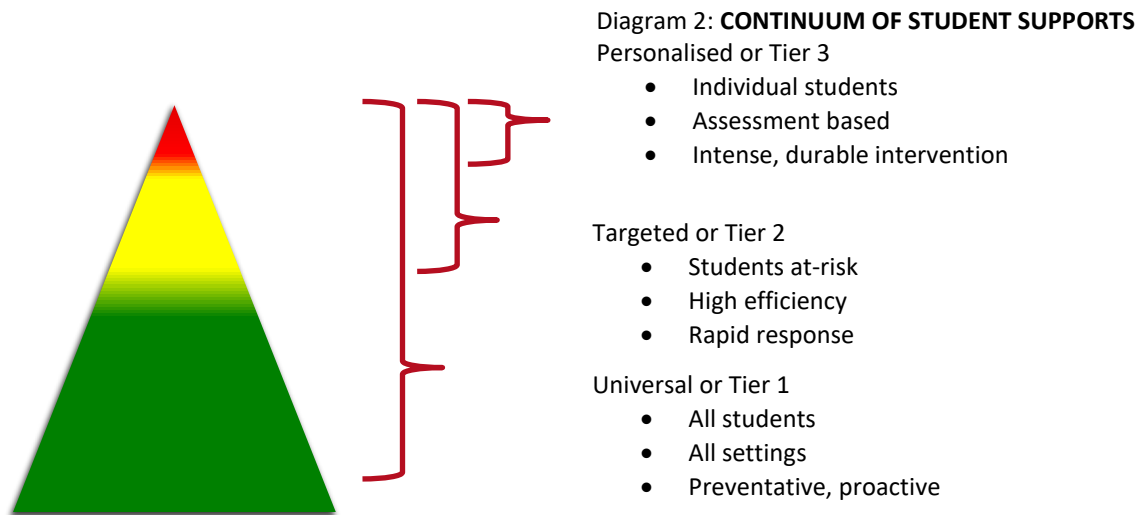
By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

At Jubilee we value shared leadership in PB4L and we do this through staff participating in our PB4L committees which include:

- Tier 2 & 3 committee comprising of ST:IE, Guidance Councillor, Campus Minister and Leadership team meeting weekly and focusing upon students at risk, efficiency and interventions.
- Tier 1 committee comprising of classroom teacher representatives focusing upon engage data and recommendations for preventative and proactive structures to improve student behaviour. This team formally meets twice a term

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:

- Be Persistent
- Be Resilient

- Be Confident
- Be Organised
- Be Positive
- Be Respectful
- Be Responsible
- Getting Along with others

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

Respectful	I use good manners I use resources appropriately I consider others I show reverence I respect the privacy of others I take turns, share and be fair	Getting Along	I can work and play with others in harmony I share and take turns I tell the truth I am friendly to others I follow Classroom Rules I help make our school friendly and safe I play by the rules I am accepting of others I Can Do It!
Positive	I am willing to give things a go I make positive choices I share a smile and greet others I am a good role model I include everyone I speak to please, not to tease I am trustworthy I show sportsmanship I help others	Persistence	I never Give Up I like to keep trying I can work tough I do My Best I take risks I Can Do It!
		Resilience	I can manage my feelings I accept Myself I Think First I show self control and can reflect I am independent I Can Do It!
Responsible	I am responsible for my learning I am responsible for myself I am responsible for my belongings I will put my litter in the bin I will look after resources I make positive choices I Listen and follow instructions I am in the right place at the right time I wear my uniform with pride I am an active partipant I play safely	Confidence	I know when and how to speak I can stand tall and proud I use appropriate eye contact I will have a go I am not afraid to make mistakes I Can Do It!
Organised.	I am in the **right place** at the **right time** with the **right things**	Organisation	I can plan and manage my time I can Set Goals and work towards them I come ready to learn I have all neccessary equipment I can put things away and clean up I Can Do It!

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Explicit teaching and consistent follow-up of school rules based on our school behaviour matrix
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying photos of the correct use of equipment
- Applying appropriate consequences for not meeting behaviour expectations
- Displaying school behaviour matrix and four expectations in all learning and play areas around the school
- Explaining why a behaviour is expected or a consequence is necessary
- Sharing a common language about behaviour at Jubilee
- Social stories and the explicit teaching of social skills for some students with specific diverse learning needs
- Transitioning students to new year levels and new teachers at the end of the school year for the following year
- Maintaining effective communication across the Jubilee school community
- The continued development of our School Wide Positive Behaviour program

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective,

specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include but not limited to:

- Praise and encouragement (verbal and non-verbal)
- Gotcha Tokens
- Token/ point systems
- Public display of work in the Library Display Case
- Individual class or year level rewards (stickers, stamps, raffle tickets, free time, chill out zone pass)
- Class job rosters
- End of term class parties
- Emails or communication to parents
- Sharing work with others (Leadership Team, buddy class, parents or other year level classes)
- Celebrating birthdays and outside school achievements
- Teacher evaluations (marks/ comments on work and behaviour reporting)
- Weekly assemblies to recognise achievements through the presentation of Student of the Week Awards
- Assemblies highlighting class presentations on virtues and anti-bullying reminders
- School gatherings to raise awareness of any current school events
- Daily Morning Gathering in the BCA
- School Liturgies
- Swimming, Athletics, Cross Country, Catholic Ball Games Carnivals, Interschool Sport Term 2 Years 4-6
- Key Focus Days- NAIDOC, Science Week, Jubilee Day etc
- Grandparents and Special Friends Day
- Buddies program
- Easter and Christmas Celebrations
- End of Year Awards Ceremony
- Program Achieve P-6
- School cultural evening, focusing on the Arts
- Annual P&F calendar activities

Tier 2 Targeted Supports:

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

should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

- Whole Class Social Skills Intervention Programs. This type of intervention teaches students social skills, collaboration, learning about success and failure, and resilience in a whole class supportive environment through physical activity and discussion.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence–based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix B includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

In addition, de-escalation crisis prevention and support strategies may include …

Classroom Management Process

1. REMIND:

Remind student of the correct behaviour required with reference to classroom rules.

Provide an opportunity for the student to make a positive choice. If not move to Step 2.

2. FIND A SPOT:

Student continues the behaviour after a rule reminder, they should then be placed in an alternative spot within their classroom for an agreed time. If student makes a positive choice; they are then invited back to join the class. If positive choice is not made proceed to Step 3.

3. EXIT TO ANOTHER CLASS:
Student exits the room to an agreed 'Buddy teacher' room for a brief period (10- 20 minutes independent work) after the previous process has been followed and ample opportunity has been given to make positive behavioural choices. If good choices are made student returns to own classroom if not move to step 4

4. RETURN / RELAY:
After student completes the reflection sheet, the student RETURNS to their class. The buddy teacher only needs to relay information if the student has not made positive choices. If the student has worked well for the brief time in another class they return to normal activities in their own classroom.

5. REFER:
A member of the Leadership Team is notified by a phone call. Leadership Team member will support classroom teacher with the student. NOTE: This step should only be used after the whole process has been applied and the student has been given multiple opportunities to make positive behavioural choices. Where a student's safety or the safety of others is at risk referral can occur immediatel.

5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

6. Bullying and Cyberbullying – information, prevention, and school/college responses

Jubilee Primary School is an ecumenical Church school that believes all relationships are to be consistent with both the teachings of Jesus Christ and the ethical and moral principles held by the Church universal. Consequently, the Christian virtues must govern all inter-personal, professional, collegial and community relationships.

The knowledge that all people are created in the image and likeness of God, and the experience of the grace of God toward all, leads to the truth that all members of a community are necessary, unique and vital to God and to each other. Each member of the Jubilee Primary School community must be recognised and respected as bearers of love and wisdom. It is critical to recognise that each member and group holds part of the pieces that make the whole, and not any one person or group can have all the pieces. It is in the sharing, of what each has, that the whole can benefit; it is in compassion for each member, particularly the very weakest, that makes us complete. Every person has the right to feel safe. Any person who bullies is intending to put the victim in distress in some way. Victims of bullying often fear school and consider it to be an unsafe and unhappy place.

Bullying is the "repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons" (Rigby 1996) Cyber-bullying is another form of bullying using technology. A bystander is a person who witnesses a bullying incident as an onlooker. If you witness bullying and do not report the behaviour is considered to be bullying.

Physical E.g.	Verbal E.g.	Emotional E.g.	Racist E.g.	Sexual E.g.	Cyber E.g.
Hitting, pushing, kicking, unwanted horse-play, any form of violence, threat or intimidation	Teasing, name calling, sarcasm, spreading rumours, intent of interaction, intimidation, lying.	Ignoring, power imbalance, relationship, collusion, exclusion, manipulation, ridiculing and humiliating.	Taunts, graffiti, gestures and intimidation	Unwanted physical contact, comments, intimidation	Unwanted text messages, emails, intimidation, abusive social media

The result of bullying and cyber-bullying can be serious for both the bully and bullied, affecting his or her whole life. For the bullied student it may result in stress, lower academic performance, truancy, anger, poor self-esteem, sleeplessness, nightmares and depression. For the bully, it may lead to a belief that such behaviour is acceptable and consequently lead to a failure to develop skills of cooperation and conflict resolution.

At Jubilee we recognise that care for all is a joint responsibility between staff, students and parents and the wider community. Teachers, students and community members play an important part in raising awareness of the issues and creating and maintaining a supportive, inclusive and safe school environment.

At Jubilee we address bullying by:
- Publicly stating that bullying is not tolerated at Jubilee.
- Modelling appropriate behaviour.
- Developing ways to ensure that students can report inappropriate behaviour without fear of reprisals
- All students and parents sign the school Internet Agreement each year prior to accessing the internet and computers.
- Specific cyber-bullying awareness lessons are integrated into class programs.
- Data collection on the incidence of bullying.
- Use of the curriculum to examine aspects of bullying. The inclusion of anti-bullying segments in the Pastoral Program e.g. Problem-Solving Skills, Social Skills Program, Peer Support, Prayer Assemblies, Conflict Resolution lessons and publication in the school newsletter. Lessons from Guidance Counsellor.
- Observation and recording of students by teachers inside and outside the classroom.
- Involvement of non-teaching staff.
- Senior students working with younger students eg. Buddies
- Incidents of bullying referred to Administration.

When Bullying is Reported to Administration
- Refer incident to our APA for entering on the Student Behavior System database.

- Both bully and the bullied will be referred to an administration team member where the method of shared concern, mediation or counseling will be initiated.

- We adopt a no blame approach and process in the first instance. Those involved will be interviewed and the situation assessed.

- In addition, a further range of options is available including time out, suspension and exclusion.

- A Behaviour Report, which includes comments from the relevant teacher, will be placed on the student's file. Main details will be noted in the student's file enabling staff to identify patterns.

- Parents will be informed about bullying through the Behaviour Report or a phone call. Serious or repeated bullying will see parents contacted immediately by the administration. Both the target and the perpetrator are supported and counseled, and parents of both parties contacted.

- Follow-up by checking on both the bully and the bullied student to ensure the situation has been resolved.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

We look at behavioural data to identify trends and concerns to improve structures, support and teaching foci at an individual, class and school wide level.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer 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	
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 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"	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted, and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting a learning task, continuing on task, or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing 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	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's 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.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of 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	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using	

	Descriptor	Definition	Example/Non-Example
		prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	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
19	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

Appendix B: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.