

St John's School Silkwood



Whole School Behaviour Support Plan

EFFECTIVE DATE: 28/01/2026
FULL REVIEW DATE: December 2028

Purpose

St. John's School Silkwood 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

'Plant the seed, nurture the growth, celebrate the harvest' is our school vision. Our teaching principles are based on sowing Christian values, nurturing relationships, cultivating excellence, rising to challenges and harvesting opportunities to grow an optimistic community.

School Mission

As a Catholic school, we support and continue the role of the church, which strives to make the life of Jesus real and personal for each of our students.

At St John's we respect that families are the first and most important educators of their children. It is our role to support the parent/child relationship and enhance the home/school partnership.

We also aim to develop the potential of all children spiritually, academically, physically, culturally, socially and emotionally.

In partnership with families and our community we strive to nurture the foundations for achievement and social-emotional well-being. We acknowledge these foundations are essential for success in school, home life, work, and the world of tomorrow.

Our School Context

St John's School, Silkwood is a small vibrant rural school located in the heart of the Cassowary Coast between the larger towns of Tully and Innisfail. Our school was established in 1948 by Parish Priest Fr Alfred Natali and the Missionary Franciscan Sisters. The Sisters served the local community for 40 years, leaving in 1987.

Today, our dedicated teachers and support staff continue to deliver the proud tradition of quality Catholic Education to many children from diverse cultural backgrounds. St John's draws many of its students not only from Silkwood, but also the surrounding communities of Kurrimine Beach, El Arish, Japoonvale and Mission Beach.

Consultation and Review Process

St John's School developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with senior students, Parents and Friends meetings, 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 John'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 and brings a wealth of life experiences and capabilities to their learning.
- All students learn in a community of faith, hope, love, learning and stewardship.
- Given the right support and context, all learners can make a valuable contribution to the school and wider community (paraphrased- Greene, 2019).

About Learning:

- 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 vocation 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.

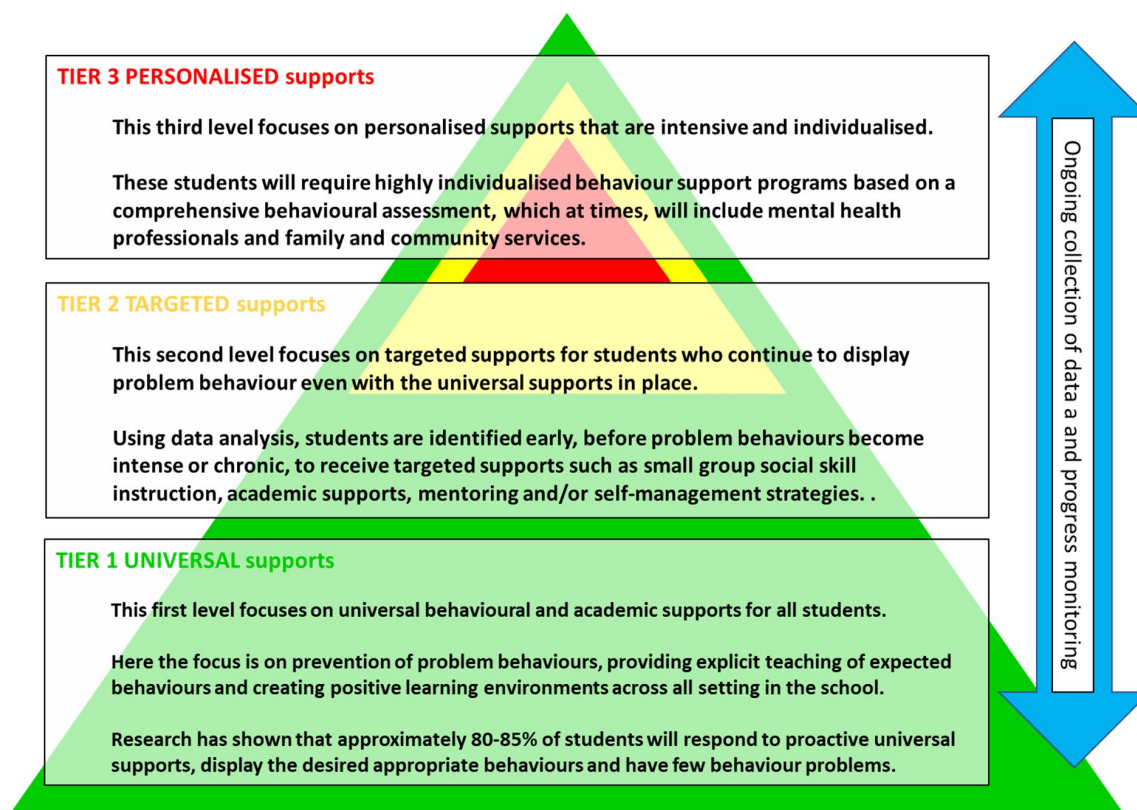
About Behaviour:

- Behaviour is a form of communication.
- 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 supports (Tier 1 - Universal, Tier 2 Targeted and Tier 3 - Personalised), that acknowledges that students will need differing levels of supports to be successful at school.

The triangle below outlines in broad terms what occurs at each successive Tier of support and intervention.



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

At St John’s School, our MTSS-E Team, which is 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. The MTSS-E Team is supported by the School Principal.

Our staff engage in professional learning in the following areas:

- MTSS-E systems and practices (Tier 1 Whole School, Tier 2 Targeted and Tier 3 Personalised).
- Improving and consolidating classroom management practices (e.g., the Essential Skills for Classroom Management initiative and coaching staff using the Classroom Profiling process).
- The use of trauma-informed practices to support all students.
- PSSO Student Protection training.
- Mental Health First Aid.
- Using data to design, track progress and evaluate interventions (e.g. at Case Management Meetings & Staff Meetings).
- Using ENGAGE (see Section C of this Whole School Behaviour Plan) to record behaviour incidents and key contacts/conversations.
- Preventative approaches to behaviour and effective de-escalation strategies (e.g. MAYBO Training Modules).

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

1. Clarity: Our Values and Expected Behaviours

At St John’s School, we have established four core values:

- **Faith**
- **Community**
- **Compassion**
- **Respect**

These whole school values encourage consistent communication, establish a common language of expectations for all staff and students, and actively promote the school’s Catholic Identity.

Our Whole 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 St John’s School

Student and Staff Matrixes are outlined in Appendix A

2. Teaching Expected Behaviour

At St John’s school, we regularly teach the behaviours outlined in our Matrix in a variety of ways:

- When establishing procedures and routines at the beginning of the school year.
- When establishing classroom rules with our students.
- During daily interactions with students – reminding, praising and correcting as needed using the language of the Values and/or referring to specific expected behaviours.
- When gathering to hear key messages at Assemblies.
- When beginning the school day teachers review classroom routines.

Feedback: Acknowledging Expected Behaviours

Being acknowledged and reinforced for demonstrating our values is also a key part of the teaching process. Our school acknowledges students in a variety of ways, including:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
St John’s Superstar Awards	Individual rewards, e.g. sticker charts, stamp charts, mystery person
Whole School Token Reward System	Whole class rewards, e.g. star jar, bingo chart, reward time
Reading rewards	Progress charts, sticker charts

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 personalised Tier 3 interventions (see below).

Students requiring additional support are identified proactively, either through the analysis of data (academic results, behaviour incident records or recorded attendance rates) or via a Request for Support process initiated by classroom teachers. These requests are tabled with the school's Diverse Learners Team, who will then identify appropriate interventions to help address targeted needs.

The targeted supports currently available for students at St John's school includes:

- Check-in, Check-Out (which provides regular opportunities for students to receive feedback on behavioural goals).
- Additional opportunities for groups of students to learn social skills.
- Lunchtime clubs/activities which are designed to provide additional structure to groups of students needing support at playtime.
- Additional support with developing academic skills, by collaborating with teachers to implement further adjustments or allocating additional teacher/school officer support.

Tier 3: Personalised Supports

Personalised Supports are for students whose behaviour has not responded to Tier 1 or Tier 2 supports.

Personalised supports currently on offer at the school include:

- Individualised School Counsellor support services.
- Development of a personalised Care Team, typically involving the development and implementation of individualised behaviour support plans and their review. More intensive Parent/Carer collaboration is a key feature of this approach.
- Partnerships with outside support agencies and specialists as required.
- Collaboration with Consultants working for Catholic Education Services.

3. Responding to Problem Behaviours





Even with our positive approach to teaching and supporting expected behaviours for learning, problem behaviour is still likely to occur. For some students, they may not know how to perform the expected behaviour or may not know it well enough to routinely use it at the appropriate times.



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

These responses are outlined in our Behaviour Response Continuum, which describes the strategies that enable staff to respond efficiently and effectively to both minor and major behaviours.

Minor and Major behaviours are outlined in Appendix B

Behaviour Response Continuum

STEPS – MINOR Staff use their professional judgement to select from the following:	MINOR BEHAVIOUR Managed by Teachers	MAJOR BEHAVIOUR Managed by CT/Leadership	STEPS – MAJOR Staff use their professional judgement to select from the following:
<p>FIRST: Gain Attention</p> <ul style="list-style-type: none"> • Use student’s name • Describe unexpected behaviour • Stay calm • Use proximity • Use a prompt <p style="text-align: center;"></p>	<p>FAITH Disrespect/Non-compliance Disruption Lying/cheating Social/emotional</p> <p>COMMUNITY Non-completion of tasks Task avoidance Technology violation Uniform violation</p>	<p>FAITH Defiance/Non-compliance Academic disengagement Disruption Plagiarism</p> <p>COMMUNITY Dress Code violation Drug use or possession eCrimes Technology violation Bomb threat/false alarm</p>	<p>FIRST: Assess situation (T)</p> <ul style="list-style-type: none"> • Ensure safety first • Use a firm, calm voice • Minimise audience • Use clear, direct language • Call for assistance if required <p style="text-align: center;"></p>
<p>SECOND: Redirect to learning/play</p> <ul style="list-style-type: none"> • State the expected behaviour (refer to Values) • Minimise attention • Use when/then • Acknowledge positive choices (refer to Values) • Decide on appropriate response/consequence <p style="text-align: center;"></p>	<p>COMPASSION Physical Contact Inappropriate verbal language Teasing</p> <p>RESPECT Late Out of bounds Property misuse Sexual behaviour</p>	<p>COMPASSION Physical aggression Verbal aggression Bullying – harassment Truancy</p> <p>RESPECT Combustibles Concerning sexual behaviour Theft Property Damage Weapon use</p>	<p>SECOND: Minimise risk (T/L)</p> <ul style="list-style-type: none"> • Offer space or a break • Use calming strategies • Avoid power struggles • Remove the trigger • Set clear boundaries • Use supportive language <p style="text-align: center;"></p>

<p>THIRD: Reteach</p> <ul style="list-style-type: none"> • Explain the rule or expected behaviour • Model the correct behaviour • Practice together • Enter in Engage – details of incident, behaviours, response, supporting documents <p style="text-align: center;"></p>			<p>THIRD: Reteach (CT/L)</p> <ul style="list-style-type: none"> • Review the rule or expectation (link to values) • Identify/teach replacement behaviours • Practice the skill • Involve support staff if needed • Enter in Engage – details of incident, behaviours, response, supporting documents and assign as required to leadership <p style="text-align: center;"></p>
<p>FOURTH: Reflect</p> <ul style="list-style-type: none"> • Open ended questions • Acknowledge emotions • Collaborate on a plan for repair/goals • Follow-up actions (e.g. parent/caregiver meeting) and/or consequences as required • Celebrate growth 			<p>FOURTH: Reflect (CT/L)</p> <ul style="list-style-type: none"> • Private, calm restorative conversation • Communicate with caregivers on the day of the incident • Follow up/consequences • Collaborate on a plan for repair/goals • Celebrate growth

4. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. These sanctions comprise:

- Suspension
- Exclusion

Suspension

A suspension is an enforced period of absence from attending St John's School, typically only used by the Principal when other options have been exhausted or the student's behaviour is considered a risk to the safety or wellbeing of the school community.

There are three types of suspension. The duration will vary according to the individual circumstances of each incident:

- 1 to 2 school days
- 3 – 10 school days
- 11 or more school days.

In all cases, the student and their family will be informed of the grounds on which the decision to suspend has been made. The Principal may authorise a delegate to communicate the Principal's decision to suspend. Notification may take place by phone to a member of the family, who will also be notified of the suspension in writing (notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful).

While a student is suspended from St John's School, families have responsibility for their child and their child may not attend the school. Prior to the student's return, a re-entry meeting will be organised to support their successful re-engagement at St John's School.

Exclusion

Exclusion is typically an option of last resort or in response to behaviour that severely impacts on, or poses a severe risk to, the safety and wellbeing of other students or staff.

Exclusion is the full-time withdrawal of a student's right to attend St John's School and related functions.

A recommendation to exclude a student from the school is enacted by the Principal and submitted for approval by the CEDC Executive Director. The student and their family will be notified by letter that there will be an initial period of suspension for ten (10) school days, and that exclusion from St John's School is being recommended. This letter will also outline the reasons for the proposed action.

5. Bullying and Cyberbullying – Information, Prevention, and School Responses

Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Staff at St John's School understand that student learning is optimised when they feel connected to others and experience safe and trusting relationships, in environments where the occurrence of any bullying behaviours is either minimised or responded to quickly and effectively when it occurs

As part of our school's use of the Multi-Tiered Systems of Support framework, we focus on promoting positive relationships and the wellbeing of all students, staff and visitors. This also includes promoting, teaching and reinforcing our Values (Faith, Community, Compassion and Respect) to students to avoid the need for using bullying behaviours, as well as knowing how to respond to incidents of bullying. This includes supporting students to actively report to staff any

concerns they may have about bullying behaviours.

Active supervision of classroom and non-classroom settings is also a vital part of our Tier 1 approach to ensuring emotional and physical safety for our students.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).
- not liking someone or a single act of social rejection.
- one-off acts of meanness or spite.
- isolated incidents of aggression or intimidation

Bullying response flowchart for teachers

Step 1	Allow students to share their experience and feelings without interruption Check with the student to ensure you have the facts correct. Evaluate the information to determine if bullying has occurred or if another issue needs to be addressed (teasing, friendship problems, misunderstanding between peers) If you hold immediate concerns for the student's safety, let the student know how you will address these.
Step 2	Develop a plan with the student – ask the student what they think may help Notify / refer to relevant personnel (e.g. class teacher and/or support staff) of the issue and enlist additional support as required. This may involve talking directly with the student who is alleged to be using bullying behaviours. Notify parent/s and inform them that the issue of concern is being investigated. Document your communication with student and parent.
Step 3	Complete all actions agreed with student (and if applicable parent/carers) within agreed timeframes. Document relevant actions Monitor student and check in regularly on their wellbeing. As required, seek assistance from student support network.

Cyber-Bullying

The following are some common examples of cybersafety issues, including cyber bullying (NB. This is not an exhaustive list):

- Sending or posting abusive threatening humiliating or harassing messages via, social networking sites or email.
- Uploading embarrassing or degrading images or videos involving other students.
- Taking and sending sexually explicit images using mobile phone or web applications.
- Using social networking sites or blogs to post inappropriate messages or images about other students, their families, or staff.
- Imitating others or assuming a child's identity then sending or posting material which damages their relationship with others.
- Making prank calls to another student's mobile phone.

Cyberbullying is treated at St John's School with the same level of seriousness as in-person bullying. In the first instance, students or parents who wish to make a report about cyberbullying can approach their class teacher or another trusted staff member at the school.

As noted above, consequences can apply for engaging in behaviour that adversely affects, or is likely to adversely affect, other students. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Staff at St John's School recognise the need to provide intervention and support to all students involved in incidents involving bullying behaviours, including cyberbullying.

Students who have been subject or witness to bullying behaviours have access to support offered by school's Student Wellbeing staff - (see page above). Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. Depending on the nature of the reported incident, a formal plan of action may be developed to support the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable behaviours in their interactions.

6. Student Safety

The safety and wellbeing of all students is a key priority for staff at St Johns School. Where necessary, our school will implement strategies to ensure everyone's safety and wellbeing. These strategies include:

- Debriefing opportunities to both students and staff, including pastoral support provided by the School Counsellor and other staff.
- The considered use of Lockdown procedures or otherwise removing students from situations likely to pose a safety risk.
- The considered use of risk assessments and safety planning, including consideration of restrictive practices (e.g., physical interventions or environmental restrictions) when staff perceive that behaviours may pose a safety risk.
- The following of procedures in relation to mandatory reporting obligations.

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The Engage Student Support System and the BI Tool are the two main databases that all CEDC 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 is also the key database in which staff at St John's record Tier 2 Targeted and Tier 3 Personalised supports and information.

The BI Tool also supports staff to summarise and review information collected on ENGAGE, typically in form of graphs for easy reference.

Behavioural data is used in various ways, including:

- Tracking data relating to individual student progress (after implementing an individual behaviour support plan or other targeted supports).
- Analysing collated Year-level, Location or Learning Area data to identify potential areas for intervention.
- Looking at the frequency of incidents (Minor and Major) over time to identify longitudinal trends.

Relevant Catholic Education – Diocese of Cairns Policies and Procedures

- Student Behaviour Policy and Procedure
- Student Protection Processes and Guidelines
- Code of Conduct
- Student Attendance
- Inclusive Practices
- Restrictive Practices Policy and Restrictive Practices Procedure
- Student Bullying: Prevention and Responses in Schools
- Students – Use of Information and Communication Technologies (ICTS) including social media
- Code of Conduct for Parents, Volunteers and Visitors
- Weapons (including knives) in Schools Directive

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)

Appendix A – Our values and expected behaviours



	FAITH Jesus	COMMUNITY St John the Evangelist	COMPASSION St Mary of the Cross MacKillop	RESPECT St Francis of Assisi
ALL AREAS & IN THE COMMUNITY we/we are	<ul style="list-style-type: none"> kind giving prayerful engage in dialogue 	<ul style="list-style-type: none"> learners use manners polite welcoming co-operate 	<ul style="list-style-type: none"> care gentle forgive help include others 	<ul style="list-style-type: none"> care for our environment follow instructions and expectations make safe choices
CLASSROOMS & LIBRARY we/we are	<ul style="list-style-type: none"> reflective believe we can 	<ul style="list-style-type: none"> ask for help collaborate give effort let others learn 	<ul style="list-style-type: none"> say sorry share 	<ul style="list-style-type: none"> on task ask to leave the room right place, right time
PLAY AREAS & UNDERCOVER AREA we/we are	<ul style="list-style-type: none"> consider others look after all students 	<ul style="list-style-type: none"> do our jobs get along 	<ul style="list-style-type: none"> own our behaviour play fairly solve problems calmly 	<ul style="list-style-type: none"> sun-safe share equipment put away equipment
TRANSITIONS & MOVING we/we are	<ul style="list-style-type: none"> mindful of others 	<ul style="list-style-type: none"> organised stay with the group line up and move quickly and quietly 	<ul style="list-style-type: none"> own our behaviour 	<ul style="list-style-type: none"> join the end of the line walk on the paths respect personal space
TUCKSHOP & TOILET AREAS we/we are	<ul style="list-style-type: none"> consider others 	<ul style="list-style-type: none"> bring out our lunchboxes eat our own food put rubbish in the right bin 	<ul style="list-style-type: none"> sit quietly use eating etiquette wash our hands 	<ul style="list-style-type: none"> keep our areas clean put our hands up to move



Positive Behaviour & Engagement Matrix - Staff

	FAITH Jesus	COMMUNITY St John the Evangelist	COMPASSION St Mary of the Cross MacKillop	RESPECT St Francis of Assisi
ALL AREAS & IN THE COMMUNITY we/we are	<ul style="list-style-type: none"> • kind • share our talents • model positive behaviour • consider other perspectives 	<ul style="list-style-type: none"> • contribute ideas • use manners • greet students by their names • work with others 	<ul style="list-style-type: none"> • use calm, positive language • show empathy • help others • encourage interactions 	<ul style="list-style-type: none"> • care for the environment • follow through on incidents • listen carefully • manage risks
CLASSROOMS & LIBRARY we/we are	<ul style="list-style-type: none"> • provide opportunities for prayer • trial alternative methods • redirect to learning 	<ul style="list-style-type: none"> • share our knowledge • give full attention to the speaker • prepared • leave the room tidy 	<ul style="list-style-type: none"> • build relationships • provide task and process feedback • co-regulate • display student work 	<ul style="list-style-type: none"> • celebrate success • establish expectations • wait and scan • provide choice
PLAY AREAS & UNDERCOVER AREA we/we are	<ul style="list-style-type: none"> • friendly and supportive • support students to make positive choices 	<ul style="list-style-type: none"> • look after facilities • punctual • actively supervise 	<ul style="list-style-type: none"> • model appropriate behaviour • co-regulate • ask for help • offer feedback 	<ul style="list-style-type: none"> • wear a hat • set clear expectations
TRANSITIONS & MOVING we/we are	<ul style="list-style-type: none"> • support students to make positive choices 	<ul style="list-style-type: none"> • punctual • monitor students' movements 	<ul style="list-style-type: none"> • patient • encourage expected behaviours 	<ul style="list-style-type: none"> • walk students to the tuckshop area
TUCKSHOP & TOILET AREAS we/we are	<ul style="list-style-type: none"> • pre-teach routines 	<ul style="list-style-type: none"> • remind students to eat healthy choices first 	<ul style="list-style-type: none"> • encourage expected behaviours 	<ul style="list-style-type: none"> • follow up expectations • monitor students moving to play

Appendix B - 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