



Behaviour Support Plan

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Our Student Behaviour Support policy and procedures reflect our Mission Statement where we emphasise the importance of the development of the whole person:

We will:

- engage in dynamic experience and pathways
- promote learning, personal growth, wisdom, success and service
- be positive, caring and supportive

As an authentic Catholic school, our community recognises that each student is entitled to a socially just education; where they can achieve their full potential, in an environment that is characterised by:

- An ethos centred on the person of Jesus and the values exemplified in the gospel.
- An emphasis on the development of high-quality interpersonal relationships.
- A curriculum that caters for all learners.
- A high level of cooperation and collaboration amongst staff, parents/caregivers, students and other stakeholders.

Core Values:

St Mary's College is a faith community reflecting:

- Service through our respect for others and our environment
- Courage through our strength to do the right thing
- Justice through our responsible actions to ensure the safety and dignity of everyone

Our School Context

The Behaviour Support Policy of St Mary's College is seen as a working partnership between students, staff, parents and the wider community. A Christian spirit permeates through everything we do which is demonstrated by the development of positive relationships. These relationships show mutual respect, recognise the rights and responsibilities of students, staff, parents and the community, and promote behaviour which is both socially acceptable and



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which develops personal responsibility for all concerned. The human dignity of each individual is upheld by encouraging acceptance of individuality, tolerance of differences and forgiveness of one another in keeping with our faith.

Consultation and Review Process

As St Mary's College community grows to reflect our wider community, this Behaviour Support Plan has been developed in consultation with St Mary's College Student Support Services, including Student Support and Pastoral Care, to BCE vision and policies, our own College Vision and Mission and contemporary educational practices.

This Behaviour Support Plan will be reviewed and amended as required every 2 years by the College Student Support Services in consultation with community and with support from BCE.

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.

At St Mary's College we believe there are five conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships.
2. Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning experiences will be of benefit to them even if they sometimes don't see them as having immediate relevance.
3. Students are always asked to do the best they can. The teacher's role is to facilitate this through managing student behaviour appropriately as well as teaching and modelling the skills to promote student success.
4. Students are asked to evaluate their own work and try to improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.
5. Quality work should engender a sense of satisfaction. Recognition and encouragement should be given to those students who have done their best.

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.

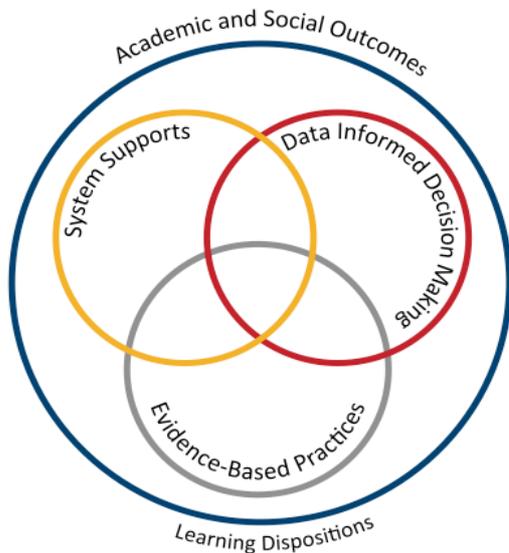


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).

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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.

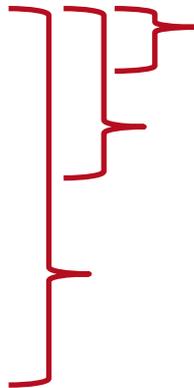
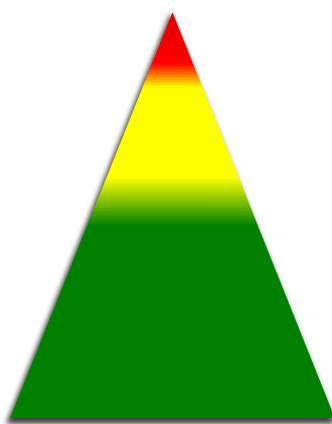


Diagram 2: CONTINUUM OF STUDENT SUPPORTS

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

The St Mary's College Student Behaviour Leadership structure honours the student at the centre and places around the student the support and structures necessary to enable the student the potential to grow.

The core Student Behaviour Support lies with the teacher engaging daily with the student, developing relationships, teaching and building prosocial skills for Positive Behaviour for Learning.

To support the teacher and student, there are several structures and roles in place: inclusive education support including STIE and teacher aides, Learning Leaders, Pastoral Care teachers and leaders, Indigenous Support, Allied Health professionals, Guidance Counsellor, Campus Minister and Chaplain. The support is inclusive of the teacher and respectful of the need for restorative opportunities to rebuild relationships. St Mary's College asks the parents and guardians of students needing further support to also be a part of the support team to build consistency of approaches and to gain insight into the student beyond our campus.



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Student Behaviour Support Meetings are called to respond to individual needs and to continue the support for students with ongoing needs. These meetings include all relevant leaders and teachers to wrap around the student the supports needed to assist the student to develop Positive Behaviour for Learning (PB4L). The minutes of the meeting are kept on the Portal for relevant parties to access. The Deputy Principal, on the advice of support leaders, calls meetings and chairs the meeting. Included with the voices of stakeholders is the data available on Engage and BI for a more comprehensive picture of the challenges facing the student.

Professional development in PB4L is offered to all teaching staff, specifically the Tier 1 Seven Essential Components of Positive Behaviour 4 Learning and the 8 Essential Classroom Practices. Leaders in the College receive professional development in the BCE Leaders days for PB4L and BCE support staff are utilised in this process. This professional development is complemented with the inclusion of professional development in Positive Partnerships, Tier 2 & 3 supports, Functional Behaviour Assessment, Social/Emotional Support, National Consistent Collection of Data (NCCD), Coaching and Restorative Practices etc.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language for all staff and students 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 demonstrated in our Behaviour Matrix (Appendix C).

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

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 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 of expected prosocial behaviour 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:

- Orientation and Transition Days



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- Daily Pastoral Care time and Extended Pastoral Care periods, throughout the year
- Assemblies followed by group practice
- New student orientation when needed
- General Pastoral Care
- Student leaders and senior students as mentors for peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Celebrations (Birthdays, “Outside” achievements)	Public Display of work (classrooms, library, Chapel, Trade Training Centre)
Articles in St Mary’s College Newsletter – Fortnightly Electronic Publication	Praise/Encouragement (Verbal/Written), Commendation Letters, Student of the Month
Announcements on the College Website and Facebook Pages	Phone calls, emails or communication to parents
Award ceremonies rewarding academic application and service excellence	PB4L principles – teaching and actioning positive behaviour and positive behaviour changes

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.



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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 progress 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 (Year 10 -12) 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.

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).
- Students at Risk Meetings

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.



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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

5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

St Mary's Detention Procedures	2021 St Mary's Detention Procedures
St Mary's Suspension Procedures	2021 St Mary's Suspension Procedures
St Mary's Exclusion Procedures	2021 St Mary's Exclusion Procedures
Appeals	Student, Parent & Guardian Complaints Management Procedure



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

Bullying and harassment can be physical, verbal, social and cyber. In all cases there is an imbalance of power and an intent to harm through repetition of bullying and harassment behaviours.

All cases of bullying and harassment need addressing if the cycle of bullying and harassment is to be broken. It is also essential that learning always occurs when school processes and procedures are applied in each instance. Both the students exhibiting these behaviours and those experiencing these behaviours have a right to develop strategies which will enable them to effectively engage in life after school.

Empathy is key to addressing the intent to cause harm and imbalances of power.

Studies show that bullies quite often have very low self-esteem which explains their need to position themselves above other, perceived 'weaker' individuals to make them feel better about themselves. Having low self-esteem also means that people who bully have to rely on others for their power base.

Developing empathy among community members is essential if this power base is to be reduced. While studies have shown that people who bully struggle with empathy (which further explains their behaviour), the key is to develop empathy among all students through inclusive and multi-faceted practices. This drastically reduces any intent to cause harm which in turn reduces the number of students prepared to support the bully and their behaviour. Without 'bystanders' the bully's powerbase is seriously eroded.

Effective processes and procedures, to develop empathy in our students and assist in the restoration of relationships post bullying and harassment, are key to addressing ongoing inappropriate behaviours.

St Mary's College has implemented proactive and preventative action to prevent bullying and harassment happening in the first place through promotion of our values and expectations, learning experiences around bullying and harassment behaviours through pastoral care programs and through the explicit, ongoing teaching of prosocial behaviours. In the circumstance where a student believes they have seen or are experiencing bullying and harassment, a Red Button reporting system is available on the student desktop. Pastoral Leaders receive the report and follow up with an investigation, informing families and restorative practices. Supports are put in place to assist the perpetrator with strategies and skills to no longer bully and harass others. The Pastoral Team survey the students each year on Bullying and Harassment in our College and inform pastoral programs with these



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outcomes. Teachers are vigilant in responding to ongoing harassment or bullying in classrooms through the explicit reference to the expected behaviours and the explicit teaching of prosocial behaviours, giving feedback to students on their choices and redirecting behaviours.

Appendix D is the St Mary's College Bullying and Harassment Support Flowchart indicating our response procedures.

In summary, St Mary's College committed to:

- positive, proactive practices in support of student behaviour and wellbeing
- promote preventative approaches to bullying and responsive approaches to restoring relationships
- fostering respectful interpersonal relationships among and between all community members
- promote positive behaviour support as an integral part of all learning and teaching experiences.

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.

Staff utilise the data gathered in the Engage Student Support System and the BI Tool to monitor the needs of students which in turn informs ongoing explicit teaching and learning of prosocial behaviours and informing what practices are being supportive and making a positive change for students. The data is also analysed by leadership teams to see where repetition of concerns arise so as a school we can attend to these needs of students. The data is to inform the addition of supports needed by a student in learning and developing prosocial skills to improve learning.



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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.



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Responsibility for implementation: Staff, students and parents/guardians

Policy status: Update

Key stakeholders: Staff, students and families

Endorsement Body: Senior Leadership Team

Policy Author: Deputy Principal

Date of Review: 2021 **Date of Scheduled Review:** 2023

The content of this policy can be changed at the College's discretion at any time without notification.

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

	Descriptor	Definition	Example/Non-Example
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 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”

	Descriptor	Definition	Example/Non-Example
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.

Appendix C: St Mary's Behaviour Matrix

A faith community reflecting:	In class	On our grounds	Out in our community	When online and using digital technologies
<p>Service through our respect for others and our environment</p>	<p>I will:</p> <ul style="list-style-type: none"> • Be ready to learn • Respect other's equipment, facilities and belongings • Use respectful language and behaviour • Offer to help 	<p>I will:</p> <ul style="list-style-type: none"> • Be mindful of and help others • Respect property and equipment • Keep grounds clean • Use equipment properly 	<p>I will:</p> <ul style="list-style-type: none"> • Be respectful • Protect the environment • Thank volunteers and be sure to volunteer myself • Use manners • Be a positive ambassador 	<p>I will:</p> <ul style="list-style-type: none"> • Respect other's opinions and privacy • Respect myself by not sharing inappropriate photographs with others • Spread positivity • Be cyber-safe
<p>Courage through our strength to do the right thing</p>	<p>I will:</p> <ul style="list-style-type: none"> • Take on responsibilities and seize opportunities • Ask questions and 'have a go' • Be a positive role model • Treat others with respect • Try my best 	<p>I will:</p> <ul style="list-style-type: none"> • Be safe • Report wrong doings • Not be a bystander • Treat others the way I would like to be treated • Include others 	<p>I will:</p> <ul style="list-style-type: none"> • Be friendly, inclusive and welcoming • Stand up for what is right • Volunteer whenever possible • Be a leader • Uphold Christian values 	<p>I will:</p> <ul style="list-style-type: none"> • Report cyberbullying • Respect other's privacy • Be positive and supportive • Support and include others • Use technology to enhance my learning • Make good choices and encourage others to do the same
<p>Justice through our responsible actions to ensure the safety and dignity of everyone</p>	<p>I will:</p> <ul style="list-style-type: none"> • Be safe, responsible and respectful • Engage in learning by doing my best • Listen and follow instructions • Include and encourage everyone • Wear our uniform correctly 	<p>I will:</p> <ul style="list-style-type: none"> • Be safe, responsible and respectful • Look out for and include others • Listen and follow instructions • Wear our uniform correctly • Use equipment safely 	<p>I will:</p> <ul style="list-style-type: none"> • Be safe, responsible and respectful • Project a positive image • Respect the dignity of all • Help when help is needed • Support those who need it • Wear our uniform with pride 	<p>I will:</p> <ul style="list-style-type: none"> • Be safe, responsible and respectful • Keep my personal life and the personal life of others private • Take a stand against bullying • Not take, upload or share pictures of others without their permission • Always use appropriate language

Appendix D: Bullying and Harassment Support Flowchart

