St Francis Xavier's School Manunda

Whole School Behaviour Support Plan

APPROVAL DATE:	2024.
NEXT REVIEW DATE:	2027

Purpose

St Francis Xavier's School *is committed to providing a safe, inclusive and* respectful learning environment for all students, staff, parents and visitors.

This Whole School Behaviour Support Plan describes the staff, students and parent 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

Vision: Together in faith we grow and nurture our students to be compassionate, creative and critical thinkers for the future.

Our mission is to provide a supportive challenging environment where children develop a sense of self-worth and accept responsibility for their own actions and learning through life. The St Francis Xavier's School community (students, staff, parents and carers) have resolved to work together to ensure a safe, responsible, respectful, supportive learning environment.

St Francis Xavier's is committed to providing an environment in which all members are treated with dignity and in which the rights of others are truly understood and respected.

What are the links to the Encounter framework?

Our School Context

St. Francis Xavier's Catholic Primary School is an inner-city school in the unique tropical north region of Cairns. Our school community gathers from all parts of the Cairns area. Catholic Education Diocese of Cairns is our employing authority and the school forms part of a larger network of schools throughout North Queensland and Torres Strait Islands. All staff, other than the Principal are employed under a collective agreement.

St. Francis Xavier's School was founded by the Sisters of Saint Joseph in 1961. The school continues the traditions and charisms of the Sisters of St. Joseph and celebrates the major feast days of Mary MacKillop, St. Joseph and St. Francis Xavier. 'Never see a need without doing something about it!'

Geographically, St. Francis Xavier's School is located within the Cairns

West Parish. Providing a distinctive 'Catholic Education' with a real-life and inclusive approach to Religious Education and Spiritual Formation, St. Francis Xavier's School strives to live out its motto – To Know, Love and Serve God and each other.

One of our ongoing commitments is to being a multicultural school, establishing cultural awareness, understanding and friendship with the global community. Our school has established a Sister School relationship with the Taketoyo community in Japan. Students from various Japanese schools have visited our

school. We have especially strong relationships with Kyoto's Notre Dame Catholic School, Taketoyo School and Kansai Junior High School.

Today, St Francis Xavier's School has a welcoming feel to it and a group of highly dedicated and motivated parents and carers who genuinely assist with the provision of the best educational environment possible for their children, through their hard work and commitment. St Francis Xavier's is also fortunate to be staffed by a strong group of dedicated teachers and school officers who continue the mission of Catholic Education. We are a school which openly reflects through its practices, the philosophy and values of its foundational partners who have over the years helped shape our school community – Saint Francis Xavier, the Sisters of St Joseph and the priests of the Cairns Diocese.

Consultation and Review Process

St Francis Xavier's *developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, our School wide positive behaviour for learning 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.

At St Francis Xavier's we believe:

1. Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.

2. There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.

3. Students are always asked to do the best they can. The teacher's role is to teach and facilitate this behaviour.

4. Respect, responsibility, safety and learning is central to everything we do.

5. Students have the right to receive *constructive and timely feedback about their behaviour and learning.*

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

What is Multi-tiered Systems of Support?

MTSS is a framework (Diagram 1) for schools that use a systematic 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.
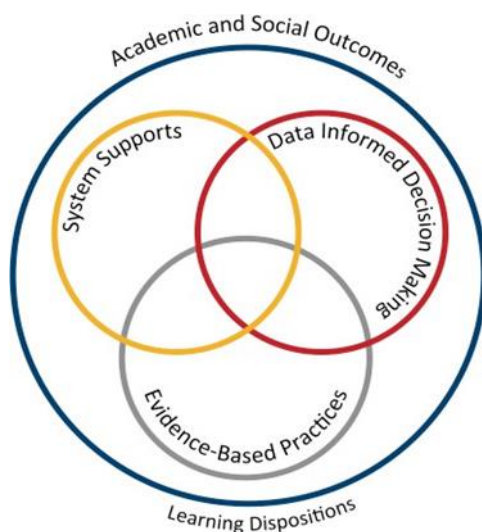

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Continuum of Support and Key Features

An important component of MTSS 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.
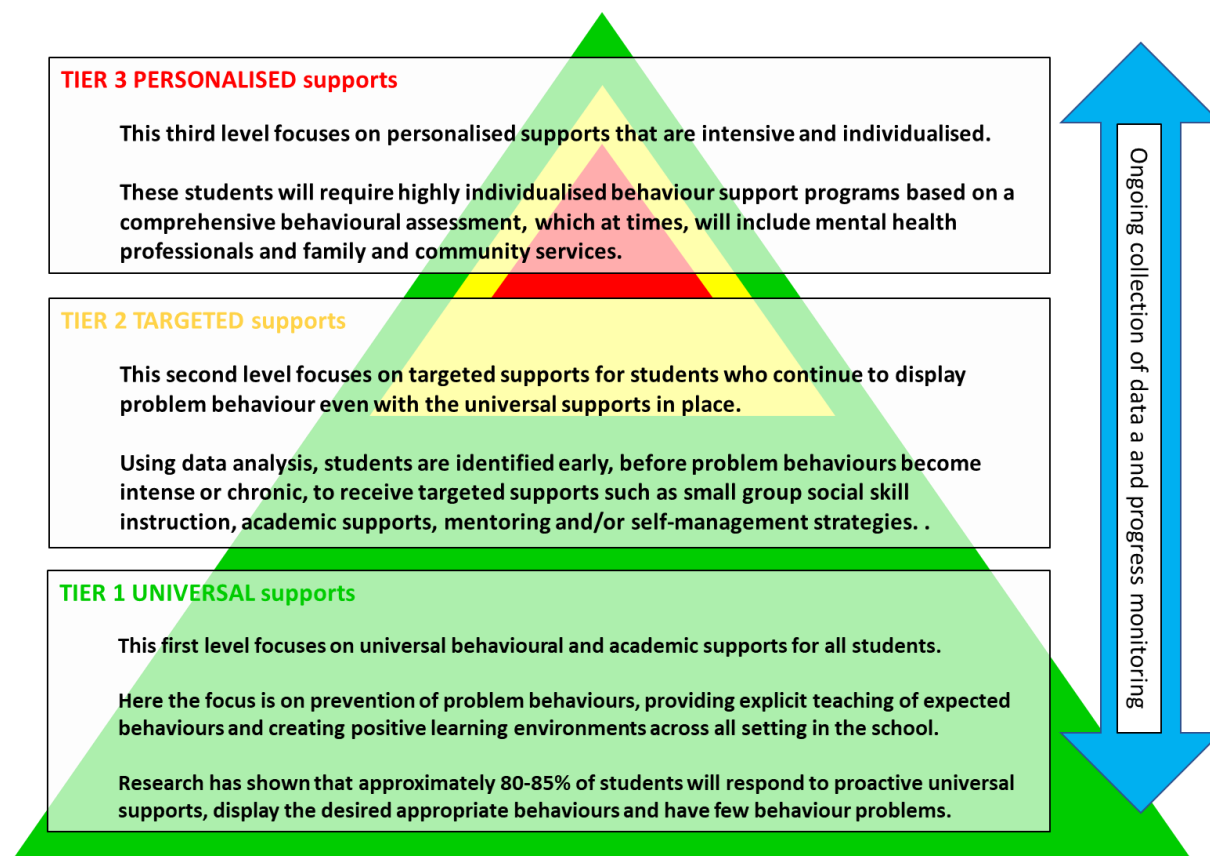

TIER 3 PERSONALISED supports

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.

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. .

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 setting 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.

Ongoing collection of data a and progress monitoring

Diagram 2: Multi-Tiered Systems of Support (MTSS)

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 Staff

At St Francis Xavier's school has three different teams to support teachers.

1. The Student Behaviour Support Team comprises of Principal, APA, APRE, LoE, LoD, SC
2. Diverse Learners Support Team includes the Behaviour Support team members and the LLT.
3. MTSS-E team includes Principal, APA, LoE, LoD, SC and three teachers who represent Early and upper years teachers and a specialist teacher who teaches from P-Yr6.

Professional learning that staff have engaged with to build capacity in the implementation of MTSS-E commenced in 2022 and will be ongoing as required.

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

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 Respectful of our peers, staff and property

- Be Responsible for our actions, learning, belongings and environment

- Be an Active Learner by working to our personal best, striving to improve, being resilient and celebrating success

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

2. 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.

3. Feedback: Encouraging Productive Behaviours for Learning

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.

Our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non- contingent) and a tangible reinforcement system.

The supportive strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Structured lunchtime Wellbeing activities	Clip up charts
Mary Amongst Us Awards (Fortnight Assembly)	Points system for class reward
I-Spy Awards (Fortnight Assembly)	Friendology (Years 2, 3, 4)
Positive communication with parents Before week 3 of Term 1 Week 5 of Terms 2, 3, and 4 As it happens	Circle Time
	Buddy classes

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 interventions 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:

- Social Skills 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.

- Explicit - professional development on the ESCMs followed up with Profiling of all teachers throughout the year.

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 MTSS-E.

Personalised supports currently on offer at the school include:

- Individual Behaviour Support Plans
- Risk assessments
- Safety Plans
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- School Counsellor support services
- Diverse Learning Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

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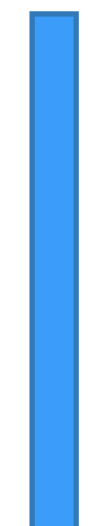
Even with our positive approach to teaching and supporting expected behaviours for learning, student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the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

To feedforward when responding to student behaviours, we have a system in place that enables staff to respond to minor behaviours efficiently and effectively, to chronic persistent minor behaviours and to major 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 consider:

- consistency
- least intrusive strategy
- specific, yet brief
- quiet, respectful interaction with the student
- refocus class if needed

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under 4 evidence-based approaches:

Least Intrusive	INDIRECT Instructional strategies	• Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately
		• Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour.
		• Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary.
		• Cueing with parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving student

Most Intrusive		appropriately who is nearby to a student behaving inappropriately. Praise the student after behaviour has been corrected.
	DIRECT Instructional strategies Direct strategies are used after indirect strategies have been used	● Verbal redirection - this interaction should ideally use the language of the school's expectations, matching the response to the frequency and severity of the behaviour - Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8) - Questioning to redirect - Rule reminder - Re-teach behavioural expectations. - Provide choice (ESCM 9) (provide statement of two alternatives, the preferred behaviour and a less preferred choice). ● Follow-through (ESCM 10) – supervised time-out in/out of classroom, logical consequence applied (leads to problem-solving and restorative steps outlined below)
	Problem-solving	● Teacher – student conversation ● Work it out together plan ● Teacher – student – parent meeting ● Teacher – student – leadership conversation
	Restorative	● Student apology ● Restitution / repair ● Restorative conversation
De-Escalation		● Supervised calm time in a safe space in the classroom ● Supervised calm time in a safe space outside of the classroom ● Set limits ● Individual IBSP and management of escalated behaviour plan

N.B. The above table shows examples of the ways in which we respond and are not designed as a list of prescribed approaches to unproductive behaviours. The responses may include

examples from one or all domains.

5. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances (as outlined on page 2 above).

These additional sanctions comprise:

- Loss of playtime privilege
- Suspension
- Exclusion

6. Bullying and Cyberbullying – Information, Prevention, and School/ College Responses

St Francis Xavier' follows the national definition of bullying for Australian schools and the CES Policy on bullying.

"Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen 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). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying."

This area will be developed further in 2024

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The CES Engage Student Support System is the database all CES schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents 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.

Staff upload behavioural data or Requests for Support to Engage which is then reviewed by the Leadership team on a weekly basis. This data is then analysed. At this point a decision is made as to whether Risk Assessments and Safety Plans are required. Where necessary Support Plans are created with input from the relevant teaching staff. Parents are also consulted before the plans are enacted.

Relevant Cairns Catholic Education Policies

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools

- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policies

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)

References

Bullying definition: https://bullyingnoway.gov.au/understanding-bullying

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4-16.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem Behavior in schools. New York: Guilford Press.

Greene, R.W. (2014). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner.

Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), Positive behavior support (pp359-390). New York: Guilford.

Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), Handbook of Classroom management: Research, practice and contemporary issues (pp833-854). New York: Lawrence Erlbaum.

Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) Handbook of positive behavior support (pp. 551-580). New York, NY: Springer

Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). Handbook for positive behavior support. New York: Springer Science and Business Media.

Sprague, J. & Golly, A. (2005). Best behavior: Building positive behavior support in schools. Boston, MA: Sopris West Educational Services.

Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. Child and Family Behaviour Therapy, 24. 23-50.

Witt, J. C., Daly, E. J., & Noell, G. (2000). Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems. New York: Sophis West.

Appendix A – Our commitments and expectations

St Francis Xavier's School
POSITIVE BEHAVIOUR EXPECTATIONS

KNOW • LOVE • SERVE

	ALWAYS	LEARNING TIME	BREAK TIME
BE RESPECTFUL Of ourselves Of our peers Of our staff Of our property	We : • listen to and follow instructions • include and accept others • take care of property • keep hands, feet and objects to ourselves • use kind words and actions	We: • follow expectations • allows others to learn • gain attention appropriately • wait patiently • use our own materials	We: • line up quietly • show friendly behaviour to all students • invite others to play or sit with us
BE RESPONSIBLE For our actions For our learning For our belongings For our environment	We: • follow the school rules • move around the school safely • are role models • help and encourage others • tell the truth • are in the right place at the right time	We: • organise ourselves for learning • keep our learning areas tidy • complete our work on time	We: • play in the allocated areas • tidy our area • leave the play area on the first bell • are SunSmart • make healthy eating choices
BE AN ACTIVE LEARNER By working to our personal best By striving to improve By being resilient By celebrating success	We: • try our best! • have a go! • help each other • ask for help • listen to others • learn from our mistakes	We: • are ready to learn • stay on task • engage in our learning • learn from feedback • work towards our goals	We: • include others • share the environment • play fair

Version: 01/2024

SFX Staff Expectations (Draft)			
	Communicating	**Professionally**	**Teaching and learning**
Be respectful of: Self Others Property	We: ● Are inclusive of all voices ● Admit and apologise for our mistakes ● Talk positively about others ● Express disagreement with ideas, not individuals ● Listen attentively ● Use clear, calm and measured voices	We: ● Respect confidentiality ● Adhere to timelines and deadlines ● Are punctual ● Use resources sustainably	We: ● Maintain high expectations of all students ● Are inclusive of diversity ● Are considerate of others learning times
Be responsible for Actions Safety	We: ● Are proactive and provide timely communication ● Communicate any issues with our line manager	We: ● Are reflective of our Catholic ethos ● Follow and respect the School's Code of Conduct ● Actively supervise students ● Follow the dress code ● Maintain tidy work areas ● Are organised	We: ● Plan, prepare and deliver quality and effective curriculum ● Use positive behavioural and engagement strategies ● Develop and maintain positive relationships ● Create supportive learning environments ● Support continual student growth and learning
Be a learner	We: ● Regularly use Seesaw and Google Classroom to provide work samples ● Send positive communication home each term ● Share professional learning ● Ask questions	We: ● Work collaboratively with others ● Are responsible for our own professional development ● Present our best work ● Accept and learn from feedback	We: ● Engage students in the learning process ● Deliver curriculum using the Catholic Education Diocese of Cairns (CEDC) high impact teaching strategies ● Use evidence-based teaching and learning practices ● Provide constructive feedback to students

Appendix B - Behaviour Definitions

Minor Incidents : An incident where a student has disrupted their own learning or isolated incidents only affecting a few other students' learning or wellbeing. These may occur in the classroom or within the school grounds.

Major Incidents which may occur in a classroom or within the school grounds that result in:

- Major disruption of class
- Student/staff wellbeing at risk
- Aggression
- Concerns for engagement

	Descriptor	Definition	Example	Responses **Ensure these are age appropriate	Recording guidelines
MINOR AND MAJOR BEHAVIOURS					
Minor	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language, may be directed towards another person	• Using disrespectful language towards a teacher or student • Calling someone an "idiot", "loser" • Tone of voice (raising your voice)	• Discussion between teacher and student • Warning • Time out in the classroom • Time out in another class • Time out in the office • Loss of privilege e.g., play	Teacher discretion if repetitive pattern is emerging record as a minor incident on Engage (3 or more times equals a major)
Major	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear. Language directed to hurt or show disrespect	• Swearing directed at a person • Using a swear word or word intended as a swear word i.e frickin, friggen • Personal attack or insulting a teacher, student or parent • Yelling for a period of time at a teacher or student	• Phone call home • Meeting with parents • Loss of privilege (play or preferred activity) • Written or verbal apology	Log on Engage as a major
Minor	Physical contact	Student engages in non-serious but inappropriate	• Pushing in the tuckshop line • Rough play • Barging past others	• Reminder of the expectations (link ot matrix)	Teacher discretion if repetitive pattern is emerging record as a

	MINOR AND MAJOR BEHAVIOURS				
	Descriptor	**Definition**	**Example**	**Responses** ****Ensure these are age appropriate**	**Recording guidelines**
		contact (causing minimal harm to another person)	● Intimidating or blocking an exit ● Body language (pretending you are about to hit someone)	● Loss of privilege (play or preferred activity) ● Parent contact ● Parent, teacher, student conversation if required	minor incident on Engage (3 or more times equals a major)
Major	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury occurs that is directed towards another and intended to harm, distress, coerce or cause fear	● Hitting ● Punching ● Hitting with an object ● Kicking ● Pulling hair ● Scratching ● Biting ● Spitting	1. Staff and students to keep out of harms way and ensure the area is safe 2. Teaching staff contact leadership 3. Leadership assist the student or supervise 4. Leadership to discuss severity of incident 5. Leadership to make contact with parents 6. Decision regarding suspension is made (e.g., internal or external)	Add as a major incident on Engage If similar incidents occur more than twice consider a Request for Support via Engage
Minor	Disrespect/ Non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	● Saying "No" ● "I'm not doing it" ● "I don't want to do that" ● Refusing to help clean up/pack up activity ● Walking away while the teacher is delivering a lesson ● Leaving the classroom without permission	● Complete work in own time ● Loss of privilege i.e. play ● Assist with righting the wrong ● Accompany the teacher on duty.	Teacher discretion if repetitive pattern is emerging record as a minor incident on Engage (3 or more times equals a major) If ongoing, conversation with parents to occur

	MINOR AND MAJOR BEHAVIOURS				
	Descriptor	**Definition**	**Example**	**Responses** ****Ensure these are age appropriate**	**Recording guidelines**
Major	Defiance/ Non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	● Refusing a reasonable request of a teacher or supervisor. ● Running away and hiding from school staff ● Leaving school grounds ● Ignoring/walking away from staff	● Loss of privilege (play or preferred activity). ● Teacher and/or Leadership to contact parents. ● Community service i.e. blowing up balls in MPC, collecting rubbish.	Engage If similar incidents occur more than twice consider a Request for Support via Engage
Minor	Task refusal	Student has refused to complete pieces of work in a clearly specified time frame on multiple occasions	● Avoids learning task by engaging in other activities ● Ignoring the teacher's redirections to the learning and refusing to complete the task ● Scrunching up work and refusing to complete it	● Teacher/student conversation e.g., I've noticed you're having difficulty with... What's happening?' ● Complete task at play time or other designated time. ● Loss of privilege i.e. play or free time.	Teacher discretion if repetitive pattern is emerging record as a minor incident on Engage (3 or more Engage incidents is a major) Parent contact
Major	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	● Refusing to complete assigned tasks repeatedly	● Teacher, parent, student meeting	Engage If similar incidents occur more than twice complete a Request for Support.
Minor	Disruption	Student engages in low intensity, but inappropriate disruption	● Continually calling out ● Talking to peers in class ● Making noises when inappropriate	1. Reminder of expectations 2. Warnings 3. Time out/in 4. Buddy class	Teacher discretion if repetitive pattern is emerging record as a minor incident on

		MINOR AND MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**	**Responses** ****Ensure these are age appropriate**	**Recording guidelines**
				5. If needed, Teacher, Parent, Student meeting	Engage (3 or more times equals a major)
Major	Disruption	Persistent behaviour causing an interruption in a class or an activity	● Disruptive to the extent that learning ceases/ other students are unable to learn ● Sustained loud talking, yelling or screaming; ● repetitive noise with materials; ● sustained out-of-seat behaviour	● time out/in, buddy class, referral to admin for removal, phone call home, meeting with parents.	Engage If similar incidents occur more than twice consider a Request for Support.
Minor	Technology Violation	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, iPad, smart watch and/or computer	● Use of smart watch, ● Messaging another student in the class, using the incorrect app ● Not using the iPad for what has been instructed i.e. googling, reading, looking at photos.	● Revisit ICT agreement during blended learning ● Loss of technology privileges for designated time (teacher discretion i.e. 10 minutes, rest of session)	Teacher discretion if repetitive pattern is emerging record as a minor incident on Engage (3 or more times equals a major)
Major	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 / unsafe websites, games and apps, using someone else's login details. ● Engaging in cyber bullying behaviour i.e. via group chats ● Taking photos or videos of Students / Staff without consent	● Loss of technology privileges for a week, phone call home, meeting with parents,	Engage If similar incidents occur more than twice consider a Request for Support. Mandatory reporting if necessary
Minor	Property Misuse	Student engages in low intensity misuse of property	● Breaking items on purpose or through inappropriate misconduct	● Student fixes/replaces broken item or assist	Teacher discretion if repetitive pattern is emerging record as a

		MINOR AND MAJOR BEHAVIOURS			
	Descriptor	Definition	Example	Responses **Ensure these are age appropriate	Recording guidelines
			• Touching / carrying / using Peers iPads	teacher to repair, Community service	minor incident on Engage (3 or more times equals a major)
Major	Vandalism/ Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	• Throwing items with intent, trashing the room • Throwing an ipad causing damage to the product, • graffiti of school buildings, • arson, damaging furniture / buildings eg. smashed windows	• Teacher/Leadership, Student, Parent meeting • Community service • Loss of privileges i.e. loss of iPad • Decision regarding possible suspension is made (e.g., internal or external)	Engage If similar incidents occur more than twice consider a Request for Support.
Minor	Late to class	Students arrive late to class	• Late to class following lunch • Inappropriate amount of time transitioning unsupervised between lessons	• Time out during preferred activity i.e. play, late out to lunch	Teacher discretion if repetitive pattern is emerging record as a minor incident on Engage (3 or more times equals a major)
Minor	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits"	• Senior students on the junior playground • Running around when they are meant to be missing play	• Time out with Staff on duty • Community Service	Teacher discretion if repetitive pattern is emerging record as a minor incident on Engage (3 or more times equals a major)
Minor	Lying/Cheating	Student engages in "White Lies"	• "I came first" • "It wasn't me!" • "I didn't do it"	• Student, Teacher conversation	Teacher discretion if repetitive pattern is emerging record as a

			MINOR AND MAJOR BEHAVIOURS		
	Descriptor	**Definition**	**Example**	**Responses** ****Ensure these are age appropriate**	**Recording guidelines**
					minor incident on Engage
Major	Theft	Dishonestly appropriating another person's property/ school's property	• Stealing books from the library • Taking possessions or school equipment from Peers or Teachers.	• Teacher, Parent, Student discussion	Engage If similar incidents occur more than twice consider a Request for Support.
Minor	Teasing	Isolated inappropriate comments	• Laughing at someone • Calling names	• Teacher discussion • Apology • Restorative conversation	Engage Teacher discretion if repetitive pattern is emerging record as a minor incident on Engage (3 or more times equals a major)
Major	Bullying/ Harassment	Bullying/Harassment (repeated behaviours) are behaviours that target an individual or group that offends, humiliates, intimidates or creates a hostile environment 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:** repetitive and harmful name calling, sarcasm, spreading rumours, persistent teasing, intimidation; • **Emotional:** excluding from a group, tormenting, ridiculing, humiliating, intimidating; • **Racial:** taunts, graffiti, gestures, intimidation; • **Sexual:** unwanted physical contact, abusive comments, intimidation.	• Teacher, Parent, Student discussion • Individual play plan • Withdrawal from playground/class • Decision regarding possible suspension is made (e.g., internal or external)	Engage and then complete bullying and harassment record (automatically populates in Engage) If similar incidents occur more than twice consider a Request for Support.

		MINOR AND MAJOR BEHAVIOURS			
	Descriptor	Definition	Example	Responses **Ensure these are age appropriate	Recording guidelines
			• **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		
Minor	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours	• Teacher + student conversation • Teacher + leadership conversation • Parent conversation	Engage Teacher discretion if repetitive pattern is emerging record as a minor incident on Engage (3 or more times equals a major)
Major	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.	• Parent contact • Risk assessment • Safety plan • Report to leadership • Parent, student, teacher, admin • Consultation with School Counsellor • Decision regarding possible suspension is made (e.g., internal or external)	Engage and then complete concerning sexual behaviour record (automatically populates in Engage) ROC - CPIU or CS

	MINOR AND MAJOR BEHAVIOURS				
	Descriptor	Definition	Example	Responses **Ensure these are age appropriate	Recording guidelines
Major	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, vaping	- Call leadership immediately - Leadership, Teacher & Parent conversation - Decision regarding possible suspension is made (e.g., internal or external)	Engage and then complete drug use/possession record (automatically populates in Engage) ROC - CPIU or CS Police
Major	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, realistic toy gun, gun	- Call leadership immediately - Leadership, Teacher & Parent conversation - Decision regarding possible suspension is made (e.g., internal or external)	Engage and then complete drug use/possession record (automatically populates in Engage) ROC - CPIU or CS
Major	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	- Call leadership immediately - Leadership, Teacher & Parent conversation - Decision regarding possible suspension is made (e.g., internal or external)	Engage

	Descriptor	Definition	Example	Responses **Ensure these are age appropriate	Recording guidelines
MINOR AND MAJOR BEHAVIOURS					
Major	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.	• Call leadership immediately • Leadership, Teacher & Parent conversation • Decision regarding possible suspension is made (e.g., internal or external)	Bomb threat record (if appropriate) Engage Call Police (bomb threat)
Major	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	• Call leadership immediately • Leadership, Teacher & Parent conversation • Decision regarding possible suspension is made (e.g., internal or external)	Engage Incident ROC - CPIU