Stella Maris Student Behaviour Support Plan

Commitment
We are actively engaged and persist in our learning, helping others, working together to live the Gospel message.
Colossians 3:23

Creativity
We use our gifts from God, generating new ideas, to create a brighter future.
1 Peter 4:10

Courage
We stand up for what is right and just, supporting each other, living our faith with love and strength.
2 Timothy 1:7

Confidence
We trust in God, believing in ourselves, facing challenges with resilience.
Philippians 4:13

Compassion
We welcome and care for everyone, helping each person to feel safe, knowing that they belong.
Colossians 3:12

Act justly, love tenderly walk humbly with your God
Micah 6:8
We are called to be people of:

Stella Maris School - STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Vision Statement

Stella Maris aims to be an inclusive, high quality learning community where faith inspires action.

As such the safety and wellbeing of our students are paramount.

Mission Statement

To achieve this Vision…..

- **Students** work confidently and happily to their potential through self-discipline, diligence and kindness;
- **Staff** commit to working in partnership with parents, students and each other and to actively pursue professional excellence and student wellbeing.
- **Learning and teaching** is holistic, rigorous, well-resourced and responsive to student needs of safety and wellbeing.
- **Parents and caregivers** support each other, all students and staff in living out our Catholic ethos as involved and valued partners in a collaborative and supportive network of caring community members.
- The **school environment** is inviting, is a safe and well-maintained space which meets the needs of the school community and enhances academic, social and emotional connectedness.

We act justly, love tenderly and walk humbly with our God (Micah 6:8)**.**

Ultimately, our **Moral Purpose** is to ignite a passion in our students

- ❖ To desire and have the capacity to learn and achieve;
- ❖ To respond to the unfamiliar with hope and resilience; and
- ❖ To make meaning, collaborate and contribute in our world as children of a loving God.

School Motto

Act justly, love tenderly and walk humbly with your God*.*
(Micah 6:8)

Core Values

Values, also known as Learner Dispositions, are inspired by the

life of Nano Nagle, foundress of the Sisters of the Presentation

of the Blessed Virgin Mary.

Our School Context

Stella Maris Catholic Primary School is a part of the Brisbane Catholic Education family of schools, offering a well-rounded catholic education to approximately 750 students in Maroochydore and surrounding areas. As a Catholic school founded in the Tradition of the Presentation Sisters, we hold at our core the values of compassion, commitment, creativity, confidence and courage demonstrated through love of the poor, love of children and love of learning. Students are challenged to think outside of themselves as to how they can make our world a better place through our core values. These five core values make up the background of all we do at Stella Maris School.

Our school community has a dedicated, caring and professional staff who work hard to equip each child with the learning they require to grow as individuals and as contributing members of our community.

We have a strong focus on the development of reading and writing skills and we use technology as a tool for learning and working together. We also offer a wide variety of sporting, musical and other cultural and artistic activities.

Consultation and Review Process

Stella Maris has a process for the development and review of the School Student Behaviour Support Plan. A Positive Behaviours for Learning Team (PB4L) is established and has representatives that include leadership, classroom teachers (P-6), school officers and guidance counsellor. In, 2025 a detailed review of the School Student Behaviour Support Plan was initiated. The PB4L team conducted this review. Throughout the year the team consulted with a wide range of community stakeholders to inform decision-making.

Data was gathered via ENGAGE, and the 'BCE listens' survey along with student voice conversations. Staff were engaged in collaborative conversations through various formats including staff meetings. Documents have been presented to the School Board and Community Engagement Group (CEG).

This plan is reviewed annually.

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 Stella Maris, our vision and mission for learning is underpinned and guided by the Brisbane Catholic Education's Education Strategy and the Alice Springs (Mparntwe) Education Declaration for young Australians. It outlines two distinct but interconnected goals:
1.   The Australian education system promotes excellence and equity
2.   All young Australians become:
   - Confident and creative individuals
   - Successful lifelong learners

- Active and informed members of the community

We place our learners at the centre of our focus, where they are encouraged to take responsibility for their learning and are supported by the community of teachers, leaders, families and parish around them. Through high-quality and purposeful learning experiences we aim to develop the intrinsic core values of confidence, creativity, compassion, courage and commitment in every Stella Maris learner, who is inspired to make a difference in the world. This is achieved within a faith-driven learning environment, where learners are encouraged to connect with the real world and respond in purposeful and creative ways. Our 'faith inspires action.'

Our curriculum design and delivery focusses on:
- Moving through a progression of learning to achieve deep levels of knowledge, skills and understandings
- Equity and access for all
- Supporting learners in becoming lifelong learners, by developing habits of reflection, making learning and progress visible, seeing mistakes as opportunities for learning and striving for continual improvement through goal setting and feedback
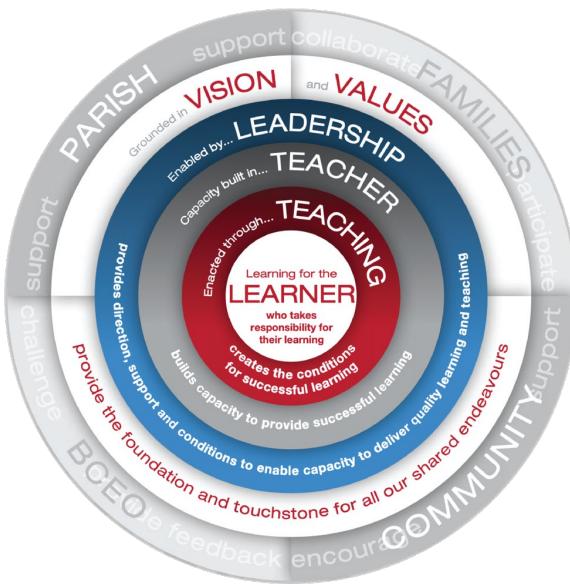
At Stella Maris, we utilise Positive Behaviours for Learning and Wellbeing (PB4L) framework. This Framework is built upon a relational approach to teaching, learning and wellbeing. At Stella Maris a relational approach underpins our multi-faceted, whole school approach to teaching and supporting the development of positive behaviours. These supports encompass the core values that underpin our Stella Maris Community to help students grow to be compassionate, committed, creative, confident and courageous. this.

Respectful and positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes.

Through a relational approach we seek to enhance relationships among students, and between students, teachers, and parents, to support positive behaviours for the learning and wellbeing of students. The Relational Approach is based on Restorative

Practice philosophy, which is in keeping with our Christian approach to positive behaviours, provides students at Stella Maris with the opportunity to develop high expectations in a caring, supportive environment.

We operate relationally by:

- Having high expectations and insisting on high standards of behaviour
- While providing high levels of support and care for individuals
- Focusing on restoring any harm done, and seeing incidents primarily as 'teachable moments'

It is expected that teachers explicitly and continuously teach, and model clearly stated expected positive behaviours, outlined in the Stella Maris Behaviour Framework. Student behaviour is inextricably linked to the quality of the learning experience. Supporting students to display positive behaviours is the responsibility of every member of the school community – students, parents, and staff in partnership.

Successful student demonstrations of expected behaviours are reinforced through direct acknowledgement. Students are given an opportunity to rectify inappropriate behaviours. School staff strive to acknowledge positive to negative behaviours at a rate of 4:1. The affirmation of students is provided in a variety of effective ways, be it verbal, a visual cue, reward or recorded. Inappropriate minor or major behaviours and inventions are recorded and aggregated data used to identify students experiencing academic and/or behavioural difficulties and to inform effective interventions. Whole school redirections, consequences and interventions are consistently applied for inappropriate behaviours. Parents are informed and their assistance, as partners, is sought to help students to make better choices.

The school provides learning opportunities for:

- Staff via – Staff Meetings, twilights, staff handbook, staff portal, behaviour referral forms, database, email, conversations, rolls, lists.
- Parents via – website, application information, letters home, newsletters, information sessions, conversations, emails, meetings, parent handbook.
- Students via – class instruction, assemblies, conversations, meetings, rewards, awards, guest speakers.

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

What is Positive Behaviour for Learning?

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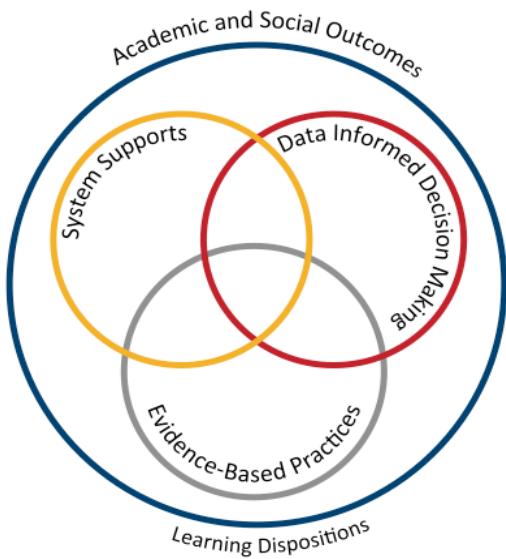
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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

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

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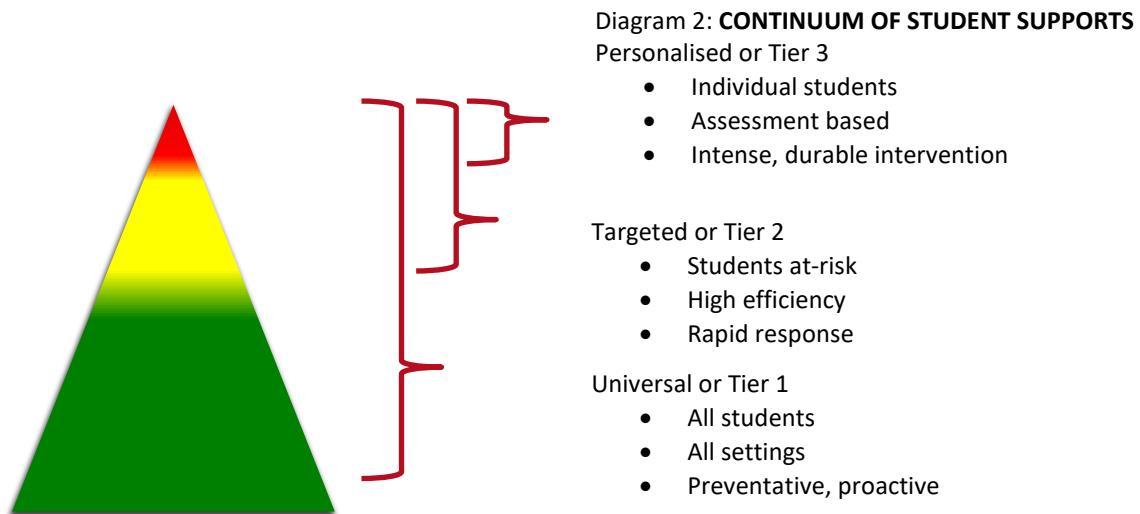
By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to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

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

Stella Maris has a student behaviour support structure that employs the knowledge and expertise of a range of school and BCE system staff to build capacity in behaviour supports and learning. This is guided by the school leadership team, the school guidance counsellor and staff representatives.

A variety of teams facilitate and lead student behaviour support. These support teams include:

- School WRAP team (Leadership, PLLs, STIEs and GC) who meet frequently throughout each term to review Student Behaviour System data, attendance, behaviour support documentation, plan for professional development opportunities for staff and brainstorm other ways to build the wellbeing of those in our community (e.g.: wellbeing check-ins, Zone of regulation, etc).
- Targeted Support Teams meet weekly to review students who have not responded to universal supports and require a higher level of support to access learning. The interventions have a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive supports.

- Staff Wellbeing Team (meeting quarterly)
- Fortnightly meeting between Guidance Counsellor and Principal focussed on student wellbeing and student protection matters.
- Principal Guidance Counsellor and Support Teacher Engagement and Wellbeing meet fortnightly to integrate the behaviour data and identify trends.

Further to this, professional learning around student behaviour support is included as part of the annual professional development of staff and includes: twilight professional development, staff meetings and selected external professional development.

The staff at Stella Maris have participated in Tier One PB4L training, 'The 8 Effective Classroom Practices'. All teachers are required to enter and analyse student behaviour data using Engage and the BI tool, while members of the school leadership team also use Engage to monitor and track student behaviour, particularly of students at risk and patterns of behaviour.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are defined by our 5 core values:

- Compassion
- Commitment
- Creativity
- Confidence
- Courage

Each of these values, in relation to our faith have been further developed by a life statement which we seek to live and teach in daily interactions with each other, with students and parents.

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

Reflecting God's Love in Every Encounter

Act justly, love tenderly, walk humbly with your God
Micah 6:8

We are called to be people of:

Commitment
We are actively engaged and persist in our learning, helping others, working together to live the Gospel message.

Colossians 3:23

- We engage actively in our learning and support others to learn.
- We apply effort and persist through challenges.
- We follow instructions; first time, every time.
- We act with purpose: right time, right place, right action.

Creativity
We use our gifts from God, generating new ideas, to create a brighter future.

1 Peter 4:10

- We respond productively to feedback.
- We learn from mistakes and generate new ideas.
- We contribute ideas and collaborate with others for the greater good.
- We find ways to help others.

Confidence
We trust in God, believing in ourselves, facing challenges with resilience.

Philippians 4:13

- We embrace challenges with a growth mindset and step out of our comfort zones.
- We use positive self-talk and believe in ourselves.
- We persevere and adapt with resilience.
- We love ourselves for who we are, knowing we are made in the image of God.

Compassion
We welcome and care for everyone, helping each person to feel safe, knowing that they belong.

Colossians 3:12

- We solve problems peacefully.
- We use respectful words and actions.
- We serve others with generosity and care.
- We respect others' perspectives.
- We act and respond with love, empathy, and kindness.
- We encourage and include others.

Courage
We stand up for what is right and just, supporting each other, living our faith with love and strength.

2 Timothy 1:7

- We stand up for what is right, good, and kind.
- We seek help when needed.
- We take accountability for our actions and restore relationships.

We aim to be an inclusive, high quality learning community where faith inspires action

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year classroom setup
- Orientation days
- Pastoral lessons throughout the year
- Time built into the first weeks of schools and increased later in the year
- Fortnightly whole school assemblies with named school challenges around the Core Values
- Student leaders supporting younger peers
- New student orientation
- Health lessons
- Leadership team engaging in Behaviour Talks with all cohorts as needed
- Zones of Regulation Lessons
- Circle Time Activities

At Stella Maris, we believe that preventing inappropriate behaviour through the education and promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur. Programs and systems (i.e. curriculum) focus attention on the set of social skills all students are expected to display. At this level, attention is focussed on school-wide expectations, through our Core Values Framework to ensure common student knowledge of behavioural expectations and processes, and a self-understanding for the purpose of learning. Students engage in reflective learning exercises that encourage and promote positive social interaction that is modelled by their teachers, the staff of the school and their peers.   Celebration of positive behaviours ensures we acknowledge exemplary behaviour not only as a reward for the students involved but also as a means of teaching and guiding others.
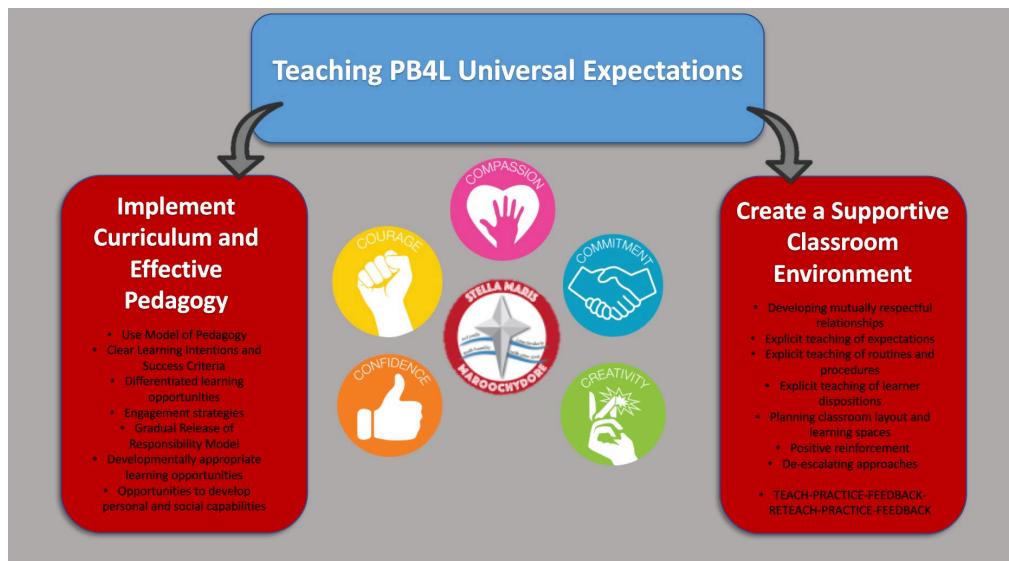
3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

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

- Praise/encouragement (verbal/non-verbal/written)
- Weekly class awards given at assembly focusing on core values (Compassion, Commitment, Creativity, Courage, and Confidence)
- Token/point/star systems (individual/group goal setting)
- Public display of work (classroom, library)
- Individual class or year level rewards
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Student Shout Outs
- Sharing work with others (Principal, APRE, AP, other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations ("outside" achievements)
- Articles in school Newsletter, Facebook posts, Blogs
- Acknowledgement at Assemblies
- Co-Curricular Awards

- Awards Nights (Academic, Sport, Cultural)
- Fortnightly Core Values challenge draw and VIP seating at Assembly.

Tier 2 Targeted Supports:

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

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

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

Communication between parents and staff will take place before, during and after additional supports are implemented. Some of these interventions may include the following:

- Curriculum Adjustments
- Targeted small group meetings
- Specialist Staff involvement
- Social Stories
- Reflection Sheets
- Tracking and Monitoring
- Debriefing sessions and;
- Individualised Behaviour Interventions such as:

1. **Check and Connect** – Informal check-ins with a leadership or student support staff member. The purpose of check and connect is to provide students with the opportunity to connect, converse and regulate with an adult in a safe, supportive space. This helps students to re-engage with the learning environment.

2. **Check In/Check Out - H.U.G. Program** *(Hello, Update, Goodbye)*

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

Check In
- 8:30-8:45 am – in Support Room
- Facilitator collects Daily Progress Sheet from previous day.
- Facilitator hands out new Daily Progress Sheet – Helps student read through plan.

In the Classroom
- Teacher provides feedback on the identified goals two times in the first two sessions and two times in the last session (sheet also goes to Specialist Lessons).
- Teacher records progress (3,2,1 scale – no 0!) against goal on the Daily Progress Sheet.
- Teacher signs sheet at the end of the day and sends student to Check Out.

Check Out
- 2:45-3:00 pm – in Support Room
- Facilitator records information from Student's Daily Progress Report onto Record Form.
- Facilitator may hand out rewards for turning up or for achievement toward the goals.
- Student takes Daily Progress Sheet home to show parents and brings back to school the next day.
- Facilitator puts HUG Record Form into Coordinator's folder.

- **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, guidance counsellor, Support Teacher Engagement Wellbeing, or the School Chaplain 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 with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to

routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A 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
Decrease demands In class remove and refocus Reminder of expectations Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Sensory break Set limits Individual crisis support and management plan	Teacher – student conversation Out of class remove and refocus Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation Reteaching expected behaviour	Student supported apology Student contributes back to the class or school community Restorative conversation Restorative conference Logical consequence

Refer to our '**Responding to Unproductive Behaviours** diagram below which includes a summary of practices that may be utilised.

Throughout each stage of this process, staff ensure that effective universal supports have been implemented for all students. They also ensure that the task is both fair and reasonable for each student. They follow and implement any strategies and recommendations outlined in personalised Support Plans and consider ways to prevent, teach and reinforce expected and engaged behaviours.

	Type of Behaviour	Responses	Responsibility
Universal Behaviour Support	Positive Behaviours 4 Learning 	1. Plan using the approved curriculum 2. Differentiate Learning for students to be successful 3. State and teach classroom expectations 4. Use procedures and Routines 5. Actively Supervise learning and give students feedback about productive behaviours 6. Provide multiple opportunities to respond 7. Have positive support strategies to respond to productive behaviours for learning 8. Have positive supportive strategies to respond to unproductive behaviours for learning	○ Every classroom - all staff ○ Students
Minor unproductive behaviours Tier 1	Inappropriate verbal language Non-serious, but inappropriate contact Defiance/non-compliance Low intensity, but inappropriate disruption Non-serious but inappropriate use of technology Low intensity misuse of property Misuse of playground equipment Unsafe play Late to class Out of bounds Lying/Cheating-White Lies Isolated inappropriate comments to others	**PRO ACTIVE APPROACHES** ○ Teach school expectations (refer to matrix) ○ Teach Learner Dispositions **DE ESCALATING APPROACHES** ○ Proximity ○ Signal non-verbal cue - eye contact, visual cue ○ Ignore/attend/praise ○ Restitution ○ Redirect the student ○ Supportive Check-in ○ Calm down time in safe space or sensory break	○ Teacher Managed ○ Student
R e	Continued minor behaviours from above	Deescalating Approaches from Above	○ Teacher

	Type of Behaviour	Responses	Responsibility
	Repeated defiance	**PROBLEM SOLVING RESPONSES** o Referral to STEW o Re-teaching of positive behaviours (Y charts, example/non-example, role play in context, class goal setting, photos, posters, practise) o Decreasing Demands (in class sensory breaks, now and then strategy, increased support for tasks) o Provide a clear choice (win -win) o Time In (must be timely, safe place inside classroom, walk with teacher on duty) o Collaborative problem solving with students and teacher (structured play, group goal setting, check ins) o Withdrawal from class or play o Timeout in buddy classroom o Timeout in Learning Support space or administration office o Timeout to restore relationships (restorative conversation, apology, student makes amends o FOR WHOLE YEAR LEVEL BEHAVIOUR: Year level meeting (teachers meet with whole cohort, possibly with support from Admin) o Parent Notified o Student-Parent Teacher Conference o Targeted Support	o Staff member dealing with repeated minor behaviours contacts parents about the behaviour. o Staff – Parent partnership o Targeted Support Team o Support Teacher Engagement and Wellbeing o Student

	Type of Behaviour	Responses	Responsibility
Major unproductive behaviours Tier 3	**May include the following behaviours displayed by a student:** • Major defiance • Verbal aggression • Serious physical contact • Bullying and Harassment • Major Disruption-persistent and intentional • Damages property-substantial damage • Leaving the school grounds • Stealing • Major inappropriate use of technology • Drugs • Violent behaviour that can cause harm to self or to others	**CONTACT ADMIN/OFFICE IMMEDIATELY** to deescalate and manage the situation. o Ensure safety of other students o Remove students from the room o Monitor student exhibiting major behaviours **RESPONSES** o Student, Teacher, Leadership problem solving conversation o Formal Sanctions Detention, Suspension, Negotiated Change of School Exclusion o Parent Notified o Referral to PB4L Teams for review and response o A student individualised Behaviour Plan (BEP)/Check in/Check Out o Monitoring and review program to monitor behavioural goals (facilitated by leadership)	o Teacher o PB4L Team o Leadership o Parents o Student

5. BCE Formal Sanctions

Stella Maris implements and adheres to Brisbane Catholic Education procedures and policies regarding the formal sanctions listed below:

Detention processes are utilised to respond to an incident or incidents of unproductive behaviour. It aims to provide students with an opportunity to reflect on behavioural choices and identify future strategies to support positive behavioural choices and actions. The period of reflection is facilitated by classroom teachers and/or the school leadership team. Detention will be constructive, age and developmentally appropriate. A detention may also be nominated to take place the following day or at a later time.

During a detention the time is used to:
➢ reflect on unproductive behaviour
➢ repair relationships
➢ apply restorative practices
➢ make plans for appropriate behaviour
➢ completion of classwork
➢ rehearse alternative behaviours.

Detentions may be used during school hours when students are present at the school. Before school or after school detention will only to be used as a last resort.
Parents will be informed of a detention given during the day of/or of an upcoming detention.

Suspension process are utilised for minor repeated behaviours, major or serious behaviours. Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Both at school and at home suspensions will be considered. Suspensions are necessary to identify to the student the significance of the behaviour and give time to process why and how the behaviour can be improved.

The school Principal or a delegated member of the school leadership team may suspend a student for:
➢ persistent non-compliance: students, who in their relationships with employees, are persistently disobedient, disrespectful or engage in verbal, physical or online harassment and abuse
➢ persistent disruption: students who persistently disrupt and prevent the learning and teaching of other students
➢ serious breach of the School Student Behaviour Support Plan
➢ possession of alcohol or a suspected illegal drug
➢ violence or threat of serious physical violence
➢ concerning or serious sexual behaviour
➢ possession of a weapon or knife
➢ verbal abuse.

A discussion with the parent is a required part of the process for suspension and return to school process, and it is expected that a parent/legal guardian and student will participate. Parents will also receive a written suspension notification that will:
➢ indicate the reasons for the suspension.
➢ advise the length of the suspension, the start date and time, the expected return date.

> ➤ outline the responsibility of the parent/legal guardian for the care and safety of the student who is under suspension, and the expectation that the student will continue with their own studies while suspended and away from the school.

The Re-Entry Meeting is a key element of the Suspension process, in order to:
> ➤ ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction
> ➤ confirm that authentic reflection and/or commitment to changed behaviour has taken place.
> ➤ confirm that any agreed actions as a condition of re-entry have been completed, such as the completion of agreed schoolwork, the engagement of outside specialists/professionals, etc.
> ➤ support the student to engage in restorative conversation or action with the person or people who were harmed by their actions.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions at the school they have been excluded from. In extreme circumstances, where all other avenues to support a student to stay at Stella Maris have been exhausted, the principal may recommend exclusion. A student would only be excluded from Stella Maris as an absolute last resort, where the frequency and intensity of their unsafe behaviour is so extreme that the risk to the school community is unacceptable and cannot be managed if they remain enrolled here. The school understands that exclusion has serious long-term consequences for the student and their family. We will do all we can to avoid exclusion by using a range of behaviour supports and, where appropriate, other educational adjustments, to help the student engage in learning and play safely at school.

The principal alone does not have the authority to exclude a student. The Executive Director of Brisbane Catholic Education makes the final decision about exclusion of a student.

Because exclusion is such a serious measure, there is a clear procedure that schools must follow if it is applied, involving their Senior Leader (who is responsible for a cluster of BCE schools), BCE's Head of School Progress and Performance, and the Executive Director.

1. The principal notifies the student and the family that the student will be Suspended for ten school days, but that exclusion from the school is being recommended to the Executive Director of Brisbane Catholic Education.
2. The principal will provide the reasons for this recommendation.
3. The student and their family have seven school days to respond.
4. The principal will provide the student's family a copy of all the documentation that relates to the decision to exclude the student (some documents may be altered to protect others' privacy).
5. The principal will request a meeting with the student's family to outline the process of exclusion and communicate the reasons for it in person.
6. The student and their family have the right to have a support person present for all meetings with the principal and other BCE personnel if exclusion has been recommended.

7. The principal will provide the student's family information about the implications of exclusion, their right to appeal, and how to appeal.

Appeals Process

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:

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. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. **Understanding Bullying and Harassment**

At Stella Maris there are many ways in which we provide professional learning & information to our community:

- Staff members participate in ongoing professional development relating to behaviour education to ensure a proactive approach is adopted and adapted. Professional learning around bullying and harassment is included as part of the annual professional development of staff and includes: twilight professional development opportunities, staff meetings and selected external professional development.
- Community awareness to promote our school's programs and response is a priority. This is achieved through parent nights, close home & school communication, school website, newsletters, class correspondence and school assemblies.
- The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. e.g. Social Emotional Program.
- As part of this Student Behaviour Support Plan we clearly outline appropriate responses and steps to inappropriate "in class" behaviours and inappropriate "outside class" behaviours.
- Classroom teachers will discuss and clarify our school's approach with the students in his or her class at the start of each year and at regular intervals throughout the year as a priority.
- Our school curriculum will include the promotion of inclusion, acceptance, tolerance, love and friendship with strong anti-bullying messages and strategies eg: class culture established, identified Religious Life of our School
- School, weekly assembly, special presentations at assembly, assembly prayer and opportunities for students to practise key messages, etc.

2. **Teaching about Bullying and Harassment**

At Stella Maris we take a positive, proactive approach to anti-bullying by teaching positive strategies for recognising and dealing with inappropriate or bullying situations.   This includes:

- Explicitly teaching the Personal and Social Capabilities of the Australian Curriculum in all classrooms.
- Explicitly teaching the Australian Curriculum Health via a dedicated Health specialist teacher
- Specific teaching and reteaching of the Behaviour Support Matrix at the appropriate level for students.
- There is an option of structured play at break times as part of our teacher supervision roster to support learning and social skills.
- Restorative conversations involving all parties.
- Visual supports displayed in each classroom with appropriate posters.
- Classroom Circle Work to address social issues in all classrooms.
- College leaders take responsibility for promoting positive behaviours through assemblies and newsletters.
- Student surveys for school safety and well-being.
- Revisiting strategies throughout the year at significant times e.g., Child Protection Week, Harmony Day, Day for Daniel, White Ribbon Day, National Day of Action Against Bullying and Violence.
- Guest speakers for staff, students and parents – Internet and online safety, Anxiety, etc.

3. Responding to Bullying and Harassment

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

➢ **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

➢ **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

➢ **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

➢ **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

➢ **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

➢ **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

➢ **Plan** the response with the student/s and their families to provide support, teaching and strategies.

➢ **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

If bullying is identified, a leadership team members will use a combination of the following strategies with the students involved:

- **Mediation** – Students are invited to take part in a session with a staff member to help resolve their differences.
- **Restorative Practices**
- **Support Group Method** – A process in which students who have offended attend a meeting together, at which the offender is required to reflect upon the harm that has been done, experience remorse and act restoratively towards the person/s offended.
- **Refer to Guidance Counsellor**, with parental permission
- Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences.
- The incident is recorded in Student Behaviour Support System (ENGAGE) and entered in Bullying Register.

Continued bullying will result in a further action plan being devised, appropriate consequences for the student, and further dialogue with the parents. The Guidance Counsellor and / or Learning Support may be involved in formulating this action plan.

Support for the target and perpetrator

We support the t*arget* in the following ways:
- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;

- Informing the child's parents;

- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;

- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and

- Taking necessary actions to prevent more bullying.

- Strengthening- Helping the person deal more effectively with the person seeking to bully him or her.

We support the p*erpetrator* in the following ways:
- Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying;

- Informing the child's parents;

- Continuing to monitor the child's behaviour and offering appropriate support; and

- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

- Restorative practices including mediation and apology as appropriate.

At Stella Maris, all reported incidents of bullying and harassment, in all environments including online, are recorded, and monitored in the Engage Student Support data base. Student behavioural incident data is tracked and analysed to detect patterns of bullying and harassment. This enables the school to take appropriate action in alignment with our 5 core values of

- Compassion
- Commitment
- Creativity
- Confidence
- Courage

4.   Preventing Bullying and Harassment

At Stella Maris, we utilise Positive Behaviours for Learning and Wellbeing (PB4L) framework to plan for a safe, supportive and inclusive school for the prevention of bullying and harassment. This Framework is built upon a relational approach to teaching, learning and wellbeing. Respectful and positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes. Through a relational approach we seek to enhance relationships among students, and between students, teachers, and parents, to support positive behaviours for the learning and wellbeing of students. The Relational Approach is based on Restorative Practice philosophy, which is in keeping with our Christian approach to positive behaviours, provides students at Stella Maris with the opportunity to develop high expectations in a caring, supportive environment. We operate relationally by:

- Having high expectations and insisting on high standards of behaviour
- While providing high levels of support and care for individuals
- Focusing on restoring any harm done, and seeing incidents primarily as 'teachable moments'

It is expected that teachers explicitly and continuously teach, and model clearly stated expected positive behaviours, outlined in the 5C's. Student behaviour is inextricably linked to the quality of the learning experience. Supporting students to display positive behaviours is the responsibility of every member of the school community – students, parents, and staff in partnership. Further to this the school implements the following strategies to establish a safe, supportive and inclusive school environment.

- Student assemblies: Student bullying and expectations about student behaviour are discussed and information is presented to promote a positive school culture where bullying is not accepted. For example National Day of Action, Harmony Day, White Ribbon Day.

- Staff communication and professional learning: Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. For example staff mandatory training for all staff around harassment and bullying, student protection processes and staff meeting around entering data into Engage and tracking behavioural trends.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. For example the school regularly engages 'Internet Safe Education' to provide professional learning to staff, students and parents.
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through college induction processes and mandatory training.
- Communication with parents: Our school does provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. For example parent engagement sessions, communication via the Parent Portal and year level emails, social media posts and newsletters.
- Explicit promotion of social and emotional competencies among students: For example, Day for Daniel, school leadership program, explicit teaching of the Personal and Social Capabilities of the Australian Curriculum, guidance counsellor visits to classrooms, and classroom visits by school leadership.

Key contacts for students and parents to report bullying

Key contacts for students and parents to report bullying are in the first instance the classroom teacher. If the issue is unresolved, contact may need to be made with the Leadership Representative for your child's year level:

Years Prep and Year – Mr Jake Knowles Assistant Principal Religious Education Jake.Knowles@bne.catholic.edu.au

Years 2 - 4 – Leanne Quinn Assistant Principal – leanne.quinn@bne.catholic.edu.au

Years 5 – 6 – Mr Mark Ballam Principal – mballam@bne.catholic.edu.au

Cyberbullying

Cyberbullying is treated at Stella Maris with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Cyberbullying is treated at Stella Maris following the same process as all forms of bullying and harassment or violence, outlined above.

Each year at Stella Maris, students engage in learning around our school "Technology Acceptable Use Agreement." All students are required to agree to these expectations and responsibilities that come with using school digital equipment. This agreement is reflective of our school 5C's matrix and promotes safety and social responsibility. Students are encouraged to take a stand against cyberbullying and to speak out whenever they witness someone being mean to others online. If a student is experiencing cyberbullying themselves, they are encouraged to:

- Block and report communication immediately
- Never reply to harassing messages
- Keep a record of any harassing messages
- Tell an adult that they trust. This could be a teacher, parent, older sibling or grandparent – someone that can help them to do something about it.

Resources

The Australian Curriculum ⬀ provides the framework for your school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

Other useful resources available to parents/carers and the school include:
- Bullying No Way
- Office of the eSafety Commissioner
- *Be You Programs Directory*

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.

Our evidence-based practices for targeted and individualised supports have been described in section 3, "Feedback: Encouraging Positive Behaviours for learning." Throughout the decision-making process, data is used to guide us to ask the "right"

questions. The right question, asked at the appropriate time, can deepen the dialogue from the concerns about an issue to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et al., 2009). The Stella Maris the WRAP team meet on weekly and discuss current behaviour data trends and to reflect upon and plan supports. The Leadership and Student Support teams, which together constitute the Tier 2 and Tier 3 teams, meet regularly to analyse and prioritise students requiring or enrolled in targeted or personalised supports. The Principal and Guidance Counsellor: also meet on a regular basis to analyse, discuss and respond to behaviour data from the Engage Student Support System.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, 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 a 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'

	Descriptor	Definition	Example
			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.
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.

	Descriptor	Definition	Example
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	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	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	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	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
15	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
16	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.
17	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.

	Descriptor	Definition	Example
18	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
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