

School Mission and Vision – Teach ~ Challenge ~ Transform

Vision and Mission

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of hard work, humility, stewardship, balance and community. We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents, to underpin all that we do.

Vision

To enable each student to use their God given gifts to become successful lifelong learners who are self-directed, creative, confident and reflective; fully able to engage with and contribute to the world in which they live.

Mission

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We do this by:

- Acknowledging the individual qualities and attributes of each student
- Providing a safe and supportive environment
- Engaging in technology rich, 21st century learning
- Designing flexible and engaging learning experiences where all students can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

Values

We seek to promote the values of Service, Balance and Community for our students, staff and parents. Through prayerful reflection we invite all members to:

- Work in Service of others and our world
- Seek Balance in all that we do
- Live in Community with justice, compassion and respect

College Motto

In Omnibus Deus ~ God in All Things.

Our School Context

Characteristics of the student body

Students are drawn from the Pine Rivers, Mango Hill, North Lakes, Rothwell, Redcliffe and surrounds. Many students come from our feeder schools of St Benedict's Primary School, Mango Hill; Holy Spirit School, Bray Park and Our Lady of the Way, Petrie. Catholic Primary Schools from a wider region, and local State Primary Schools provide the rest. We have a diverse range of nationalities at the College and this contributes greatly to our globalised learning culture and diverse cultural connections. Students are grouped into Year Levels in their Pastoral Care homerooms. All students are also part of a House group – named after Benedictine Saints. These House groups are: Hildegard, Maurus, Petronax and Scholastica. House groups promote the spirit of the College and student collaboration (and competition) in service, sporting, religious and academic activities. Students are provided with leadership opportunities at all year levels and demonstrate this in a number of ways including PC activities, House activities, fundraising activities, public speaking at College assemblies and representing the College in community events and activities. Leadership is encouraged both through communication and through action. There is an active Student Representative Council with the opportunity for students from all grades to participate. College Leaders, Values Leaders and House Leaders are appointed in Year 12 after a nomination and discernment process.

Social climate

All members of the College community play a role in facilitating positive behaviour and responding appropriately to inappropriate behaviour. It is through a strong, genuine and constructive partnership between student, College staff and parents/family that this most effectively occurs. Every week the College gathers at alternating times where we create and enrich our positive school culture through celebration, prayer, class presentations, awards, expectations and reminders about the College behaviour expectations – The Big 5. Pastoral Care brings together all aspects of College life and at its centre are relationships built on respect. Pastoral Care and Support Programs are in place to assist each student to develop into the best person they can possibly be. We believe that the most effective approach to address bullying is a whole-school approach that includes: prevention programs, early intervention strategies; intervention procedures; restoration of well-being and clear procedures that are agreed to by all and are consistently implemented. The underlying philosophy of Restorative Practices supports and promotes a positive environment based on quality relationships.

Curriculum - our co-curricular activities

Students are able to engage in a variety of team sports against local schools through the South East Catholic Colleges competition. Students also have the opportunity to gain selection in a full range of representative teams through the Pine Rivers District Sporting Association – district to national levels. The College community celebrates Inter-House

sporting competitions in swimming, cross-country and athletics. Students can participate in Carnival sports in netball, volleyball, touch football, and Oz tag. Again this year the College has also entered teams in the Brisbane Outer Schools League which plays after school, in touch football, basketball, Oz tag. There is a wide and ever growing, variety of academic and cultural experiences and competitions available to students; encompassing the Instrumental Music program; QUT Chinese Speaking Competition and Literary, Science, Engineering, Robotics, Poetry, Short Film and Media competitions. The College has many clubs for students to participate in at lunch or after school such as: Robotics, Manga and Anime, Chess, Reading, Dance, Craft, Drama, Debating, Photographic, Concert Band, Card and Board Games, Catering and Homework. Music ensembles and Choir, as well as the College Musical Productions are also a feature. The College is actively involved in community projects such as: performing for Seasons Aged Care, Opal Aged Care, St Vincent DePaul, Caritas, Orange Sky Laundry, ROSIES and Redcliffe Big Breakfast Club.

Consultation and Review Process

The College commits to continued consultation, data review and ongoing professional development to ensure that the SBC Student Behaviour Support Plan is relevant, effective and widely understood throughout the College community.

To ensure that all staff are aware of and able to implement the plan, ongoing professional development of staff will be strategically scheduled throughout each school year. A more detailed introduction to and explanation of the plan is incorporated into the induction process for all new staff to the College as well as a refresher for all staff at the start of the new school year. Activities to facilitate student understanding of the plan will be integrated into student induction programs, more intensely in the Middle Years and Lower Senior Years before tapering off in the Senior Years.

A team reflecting the perspectives of the major College stakeholders will complete regular reviews. It will involve collecting data on the effectiveness of the SBCSBSP (both anecdotally and through the student behaviour data) collected progressively.

The College SBSP will be formally reviewed on a two-year basis to ensure that it is effectively meeting the needs of the St Benedict's College community and fulfilling its intended goals. Reviews will involve a variety of stakeholders within the College community and will include: College Administration, teaching staff, support staff, parents and students.

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.

St Benedict’s College recognises and celebrates that all members of our community are lifelong learners. We continue to fully develop through the variety of opportunities and interactions afforded to us both individually and as a part of this community. We learn when we are focussed and engaged, thus there is an inextricable link between learning and behaviour. Therefore, we have common shared expectations that govern all social behaviour and interactions within the College. We accept all members of our community fairly and equitably and acknowledge that each of us have rights and responsibilities so we are able to learn in a safe, engaging and productive environment within the St Benedict’s College community.

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.

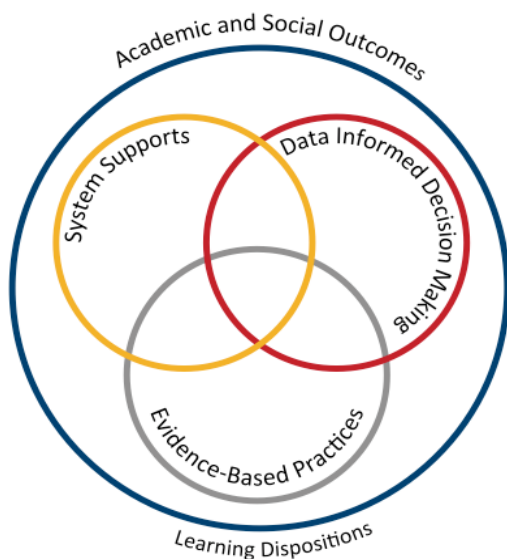


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers’ blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.

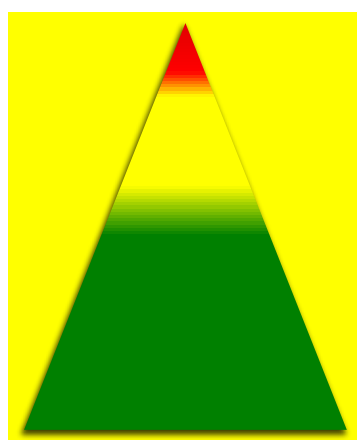


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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 College staff

A brief statement describing your Student Behaviour Support leadership structures. PB4L teams across your school/college – universal support team is mainly teachers with school officers plus leadership, targeted and/or individual support team(s) usually consists of Support Teachers, Guidance Counsellor, Head of House, leadership and can add teachers who are on the universal support team for consistency. Give details of meeting frequency and roles and responsibilities of team members e.g. facilitator, meeting agendas and minutes, analysis of Engage Student Support System data. Also state here professional learning that staff have engaged with to build capacity in the implementation of PB4L.

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:

- Respect and Care for Ourselves
- Respect and Care for our Relationships
- Respect and Care for our Community
- Respect and Care for our Learning
- Respect and Care for our Tradition

Our college 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 the college.

The community of St Benedict's College strives to:

1. Provide a just and positive environment for the development of each student within the College and wider community.
2. Encourage responsibility for personal decision-making and actions with respect for the rights and welfare of all.
3. Develop a sense of pride in oneself and the College community, striving for spiritual, intellectual, physical and cultural excellence.

St Benedict's College maintains the expectation that all member of our community endeavour to uphold and celebrate the value and dignity of every person, maintain the good name and tradition of the College in the wider community and follow all College guidelines, procedures and policies. Explicit College expectations are based on respect for our: selves, relationships, community, learning and tradition.

Respect and Care for Ourselves

Students of the St Benedict's College community are encouraged to:

- Respect themselves and others within the College and wider community
- Be honest, truthful and trustworthy
- Be self-disciplined
- Be resilient
- Value the opportunity of education
- Set and work towards personal goals that are realistic and achievable

Respect and Care for our Relationships

As members of the St Benedict's College community we believe that:

- In our interactions with others we are kind, just, compassionate and inclusive
- We have the responsibility to lead by good example
- We demonstrate our acceptance of others and are supportive and encouraging of them
- Our caring behaviour will reflect the respect we have for the person and property of all

Respect and Care for our Community

Students of the St Benedict's College community will:

- Be aware that their actions reflect on them and the College
- Observe all community expectations in their actions eg public transport expectations and respect for the environment, sportsmanship
- Follow College guidelines
- Show courtesy and respect towards others within the College and wider community

Respect and Care for our Learning

Students of the St Benedict's College community will:

- Allow all students the opportunity to learn and teachers to lead learning
- Show personal responsibility for learning
- Participate and co-operate in class
- Show respect and courtesy towards College staff, students and visitors
- Be punctual and arrive at class ready for learning

Respect and Care for our Tradition

Students of the St Benedict's College community will:

- Appreciate the need for an atmosphere of quiet reflection and prayer
- Participate in community prayer, feast days, liturgy and spiritual formation opportunities
- Follow Church customs and practices with dignity, respecting the sacred space

In addition to our college 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 orientation days
- Pastoral care period, weekly throughout the year
- Time built into the first weeks of the school year for the explicit teaching of expectations and behaviours
- College Assemblies reinforcing college engagement/behaviour expectations
- Year Level Assemblies followed by group practice in Pastoral Care classes
- New student orientation when needed
- Student leaders support younger peers
- Restorative Practices demonstrated and enacted by class teachers, Pastoral Leaders, STIEs GCs, College Leadership

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 college 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 college 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:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly BCEO values award	Class encouragers
R.O.C.K. ticket in weekly draw	Points system for class reward

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 college include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the college-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, college, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill

instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the college include:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to

learning and re-teaching behaviours. Appendix B includes a summary of practices that may be utilised.

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

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

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

5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

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

Brisbane Catholic Education (BCE) believes everybody in BCE schools has the right to feel safe. Both the BCE Anti-bullying Policy and BCE Anti-bullying Guidelines recognise that a person is bullied or victimised when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons (Olweus 1984) and that the bullying involves:

- a desire to hurt
- a hurtful action (physical, psychological or social)
- a power imbalance
- (typically) repetition
- an unjust use of power
- evident enjoyment by the aggressor and
- sense of being oppressed on the part of the victim (Rigby 1996).

St Benedict's College is an authentic Catholic Christian community where Gospel values are evident and lived out in relationships and practices. The spirit of the College is that of a family which strives to provide a safe and supportive learning environment for all.

In line with the BCE Anti-bullying Policy and BCE Anti-bullying Guidelines, St Benedict's College believes that the most effective approach to address bullying is a whole-school approach that includes:

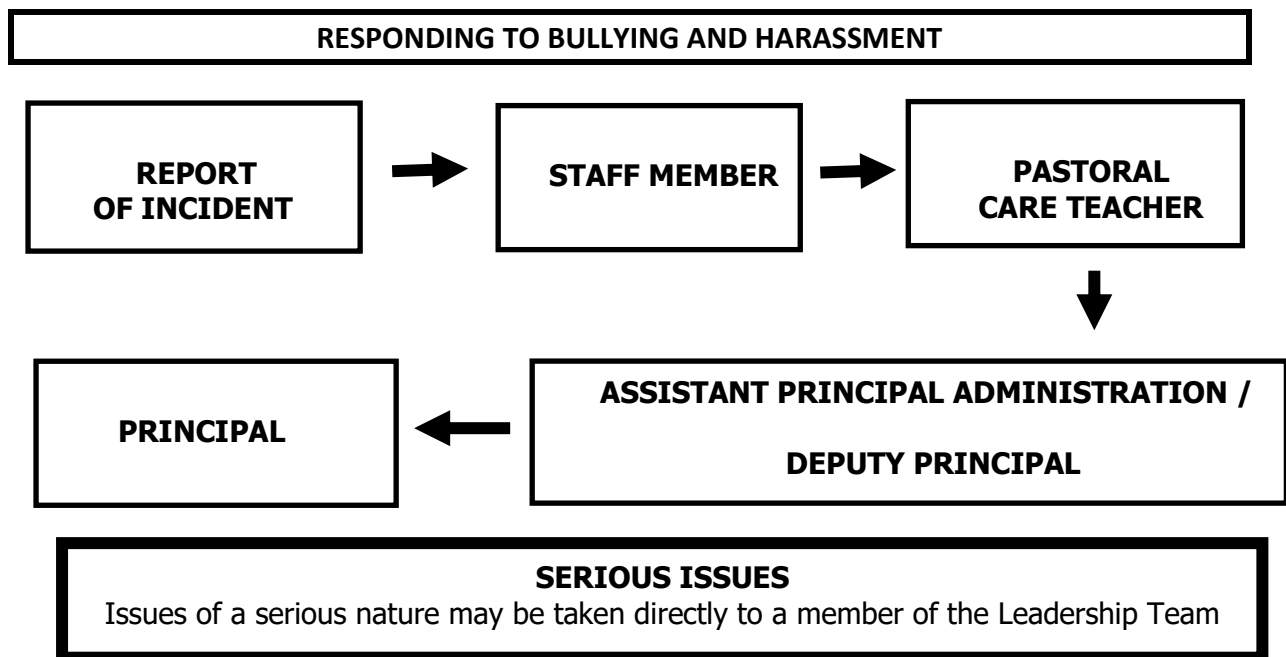
- prevention programs
- early intervention strategies
- intervention procedures
- restoration of wellbeing and relationships harmed
- clear procedures, that are agreed to by all and consistently implemented.

Students - Bullying and Harassment

Bullying and harassment have no place at St Benedict's College. Young people need to know that bullying and being bullied, regardless of whether it is physical, verbal, covert, psychological or cyber bullying, are unacceptable and that there are adults who can, and will, support them to be empowered in order to bring about positive change.

Being informed is the first step towards eliminating bullying and harassment. Class, small group and one-to-one discussions provide invaluable avenues for addressing the area of bullying and harassment. Staff are also encouraged to regularly refer students to the Feeling Unsafe student protection posters displayed throughout the College in order to ensure students are aware of both the College position on bullying and harassment, and the reporting processes available to them and their families.

The flowchart below outlines the steps that may be taken when a student/parent/guardian report bullying to a St Benedict's College staff member. Staff are required to respond to all reports of bullying. The response will vary depending on previous reports and the nature of the current incident and may include discussion, interviews, monitoring procedures, notifying parents/guardians if the report is made by a student, internal suspension and exclusion.



NB. The Guidance Counsellor may become involved at any point in the process.

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.

The accurate and timely collection of data, along with reflecting on its meaning is critical in establishing and maintaining an effective college-wide Student Behaviour Support Plan. For day-to-day matters, data is collected electronically (via an excel spreadsheet) by each student's Pastoral care (PC) teacher. Should they have any concerns or become aware of a trend the PC teacher will inform other relevant stakeholders. This may include the student, their parents, Pastoral Care Coordinator, STIEs, Guidance Counsellor or the Assistant Principal Administration and Pastoral.

Any incidents or unique situations which require higher levels of support are recorded utilising the Brisbane Catholic Education Behaviour Support tracking function within the St Benedict's College Staff Portal by the appropriate member of the College Leadership Team.

Data collected is also utilised to identify trends in behaviour/incidents within either the whole College or a particular group within it. Depending on their nature, concerning trends that are identified can be addressed proactively in a variety of ways. This may include addressing through the formal Pastoral Care programs or through small group/individual intervention. The key roles in identifying trends and acting to address them are the Pastoral Care teachers, Pastoral Care Coordinators, Guidance Counsellor and the Assistant Principal – Administration and Pastoral.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an “idiot”, swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school’s dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the college) use of mobile phone, mp3 player, camera and/or computer, digital device	
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated “off limits” at that particular time	
10	Lying/Cheating	Student engages in “White Lies”	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted, and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting a learning task, continuing on task, or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away	
5	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property	
10	Forgery/Plagiarism	Student has signed a person’s name without that person’s permission (forgery). Plagiarism is submitting someone else’s work as your own. It occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.	Accessing inappropriate websites, using someone else’s log in details, inappropriate additions to Facebook (written and images)
12	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using	

	Descriptor	Definition	Example/Non-Example
		prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B: Strategies to Manage Minor Behaviour

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