St Columban's College

School Wide Positive Behaviour Support Plan

Positive Behaviour 4 Learning

CONTENTS

1.   College Mission Statement

At St Columban's College, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, we seek to develop throughout the school community **right behaviours and respectful relationships that are infused with gospel values.** The following common features are integrated into our existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

❖ *Quality relationships and partnerships* – the fostering of respectful interpersonal relationships among and between all community members

❖ *A commitment to justice and service* - identifying and eliminating barriers that hinder students' participation and achievement

These principles are reflected in our College **Mission Statement.** The St Columban's College Mission includes six key components:

- Foster growth in the awareness of the Christian message within the Catholic tradition

- Cultivate the intellectual, physical and creative abilities of each person

- Encourage the practice of informed and unprejudiced thinking

- Prepare students for life through proper emphasis on vocational and recreational pathways.

- Actively involve parents in the life of the College with staff and students in developing positive relationships and an inclusive community

- Foster global skills needed for the 21st century

2.   Student Wellbeing Philosophy

All members of the St Columban's College community are encouraged to focus on enhancing an environment of inclusivity where the values of compassion and justice permeate all activities that are engaged in. Through quality teaching and learning experiences students are challenged to make positive choices about their education. In fostering right relationships, students are encouraged to reflect upon their actions, and to open their hearts and minds by reaching out to those who are marginalised.

Through processes of coordinated, early and targeted intervention, Student Wellbeing progress is supported and monitored by the following staff:

- Pastoral Care Teachers

- House Leaders

- Learning Enhancement Teachers

- Academic Class Teachers

- Curriculum Area Leaders

- Responsible Thinking Process staff

- Guidance Counsellors

- Senior Leadership Team

3.   Profile of College

St Columban's College, Caboolture is a co-educational school, with approximately 1050 students currently enrolled. Located to the north of Brisbane, we have a significant cross-cultural mix, and respond to that by involving parents as much as possible in our school community. Our dedicated College staff includes teaching staff (includes specialist teachers, support teachers and members of the leadership team), school officers, and Guidance Counsellors.

4.   Consultation and Data Review

St Columban's College developed this plan in consultation with our school community. Consultation occurred through staff meetings, pastoral team meetings, meetings with our College Pastoral Board and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, attendance and positive student achievement also informed the plan. The Plan was endorsed by the Principal, the College Pastoral Board and the Area Supervisor and will be reviewed at least every 5 years.

5.   Beliefs About Learning and Behaviour

Behaviour Support in relation to creating an optimal learning environment is at the core of business for all teachers. A safe, positive and productive learning environment based on principles of consistency, fairness and engagement supports effective teaching and learning. This starts in the classroom, with each and every individual student.

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

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

2.   Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning experiences will be of benefit to them even if they sometimes don't see them as having immediate relevance.

3.   Students are always asked to do the best they can. The teacher's role is to facilitate this through managing student behaviour appropriately as well as teaching and modelling the skills to allow students to succeed.

4.   Students are asked to evaluate their own work and try to improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.

5.   Quality work should engender a sense of satisfaction. Recognition and encouragement should be given to those students who have done their best.

6. Whole School Expectations

All members of the College community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises equity and respects the rights of others. As a College community students are encouraged to engage in positive behaviours and support the following guidelines:

❖ *Act with respect through positive relationships*

- Be polite, courteous and respectful in all communications (in person, on phone, email & social media) with staff, parents and fellow students of the STC community

- Accept others differences and show compassion and understanding to all

❖ *Learn for life through faith and understanding*

- Be prepared and actively engage in all learning opportunities through supporting your teachers and fellow students to create a positive learning environment

- Be reflective, willing to accept, and learn from the challenges that are presented in our lives

❖ *Be caring for our environment through thought and action*

- Be stewards for the environment through positive, responsible and sustainable actions

- Care for the learning environment through correct use of all equipment and learning tools

❖ *In spirit, tradition and community soar high like the eagle*

- Respect the heritage of the College supporting the Catholic and Edmund Rice traditions of the StC community

- Strive for excellence in all that you do

7. Roles, Rights and Responsibilities of School Community Members

The core business of St Columban's College is teaching and learning. Teachers, in partnership with students and parents, seek to provide an environment where the learning process is promoted and opportunities are maximized. Each of the partners have rights and responsibilities as they exercise their part in building this Christian community according to Gospel values.

<u>**Students have the right to**</u>:
- Receive instruction and participate in learning at the appropriate stage of development.
- Have effective learning time.
- Feel safe both physically and emotionally.
- Be treated with respect, politeness and fairness.
- Express opinions without fear of ridicule.
- Be accepted as individuals, with right to independence and responsibility.

<u>**Student Responsibilities:**</u>

- Participate fully in the College's education program by;
    - Arriving to class on time, with appropriate equipment and a preparedness to learn.
    - Taking responsibility for their behaviour and learning.
    - Ensuring that all set tasks are completed to the best of their ability
- Demonstrate respect for themselves as well as respect for the rights, property and opinions of others.
- Adhere to College expectations, standards and the 'Partnership of Excellence' guidelines.
- Cooperate with staff and all other members of the College community.
- Take responsibility for and accept the consequences of their actions.
- Adhere to the 'Laptop Guidelines & Policy' booklet.
- Stay on College grounds unless permission has been given to leave.

Parents **have the right to:**

- Expect that every student is given access to learning at an appropriate level
- Expect fair and consistent treatment of each student
- Be informed of school expectations and procedures
- Be informed regularly of their student(s) progress
- Have opportunities to communicate with members of the College staff about issues concerning their student(s) progress and wellbeing

Parent **Responsibilities:**

- Support College values including the value of genuine partnership as per the 'Partnership of Excellence' guidelines.
- Support the College's 'Positive Behaviour for Learning' framework (PB4L)
- Ensure that students arrive at the College on time.
- Ensure that students observe the College's Uniform and Grooming Policy.
- Support learning programs, including monitoring the successful completion of required tasks.
- Support the College in maintaining a safe and respectful learning environment.
- Initiate and maintain constructive communication and relationships with College staff regarding their child's learning, wellbeing and behaviour.
- Instill in their students the value of school as a place of active learning and growth.
- To support the school's strategies and procedures for responding to bullying behaviour.

Staff members **have the right to:**

- Receive respect from students and support from parents, colleagues, Middle and Senior Leadership members
- Expect a positive response from students to fair requests and standards of behaviour.
- Be paid for their time and skills, to work appropriate hours, to access support services and to have regular opportunities for professional in-service.
- Enjoy adequate teaching facilities in a safe learning environment.
- A non-discriminatory work place and to personal privacy.
- Just treatment and to be a part of the decision making processes within the College.

Staff **Responsibilities:**

- Provide a safe and supportive learning environment.
- To be punctual, to prepare engaging lessons and to provide inclusive and suitable curriculum for all students in their care.
- Initiate and maintain constructive communication and relationships with students and parents/caregivers, which are characterised by respect, compassion and openness.
- Exclude personal issues [especially those of a negative nature] from their relationships with students.
- To be conversant with relevant modern trends in society as a whole and education in particular – and to apply these judiciously to their professional practice.
- Promote the skills of responsible self-management and self-reflection.

8. Universal Behaviour Support (proactive/ preventative strategies).

At St Columban's College, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening reactively after behaviour incidents occur. In this spirit, the College has adopted the Positive Behaviour 4 Learning (PB4L) framework, which is based on actively promoting, and supporting positive behaviours in the school community, which will enhance the learning opportunities.

As a vehicle for transmitting the program, the College adopted ALBI the eagle, a symbol known to the whole school community as a positive example of the values of Spirit, Tradition and Community.

St Columban's College: SWPBS Core Rules

- Act with respect through positive relationships
- Learn for life through faith and *understanding*
- Be caring for our environment through thought and action
- In spirit, tradition and community soar high like the eagle

Our SWPBS Poster: 'ALBI' the Columban Eagle

	POSITIVE BEHAVIOUR 4 LEARNING IN ACTION ACROSS THE COLLEGE						
	THE CLASSROOM	**TUCKSHOP EATING AREAS**	**WALKWAYS/LOCKERS BUILDINGS**	**OVALS**	**TOILETS**	**END OF SCHOOL GATES/BUSES**	**OUT OF SCHOOL EXCURSIONS/CAMPS SHOPS**
ACT WITH RESPECT THROUGH POSITIVE RELATIONSHIPS	Treat others as you would want to be treated Respect and listen to the opinions of others Follow teachers' instructions Use phones only as advised by teacher	Be respectful in our actions and words Stand in line and wait your turn Follow instructions from staff	Be aware of the needs of others Keep to the left in walkways Be only in authorised areas at break times	Refrain from physical contact Avoid poor language choices! Follow instructions of staff	Respect the privacy of others Maintain good hygiene	Follow instructions of the teacher Show respect to others Behave appropriately on buses	Participate with enthusiasm and respect Behave in a safe and responsible manner Be respectful to members of the public
LEARN FOR LIFE THROUGH UNDERSTANDING AND FAITH	Be on time and come prepared to learn Respect the rights of others to learn Keep 'on task' Use laptops appropriately	Make healthy choices Respect the needs of others Make others feel welcome!	Model responsible behaviour Get items from lockers only before P1, P3 and P5	Be Sun-safe! Wear our hats! Return to lessons on time!	Return to lessons on time! Limit the use of toilets to lunch breaks	Be aware of your safety, and the safety of others Remain in designated areas	Learn by following instructions of supervising staff Engage positively in learning experiences
BE CARING FOR OUR ENVIRONMENT THROUGH THOUGHT AND ACTION	Respect the property of the College and of others Leave food and drink outside Take pride in our learning areas Treat your StC home like YOUR own home!	Place all rubbish in the bins Eat in the designated eating areas only Sit on the benches not the tables	Keep the walkways/verandas clean Keep off flowerbeds, gardens and stage in Albion Consume food and drink in eating areas only	Refrain from eating and drinking on our ovals Keep our ovals litter free!	Conserve water Leave toilet facilities clean!	Keep our bus areas tidy Be aware of our wider community	Stay in areas that are supervised by staff Keep buses and areas you visit clean Be aware of the effect of our actions on those in our wider community
IN SPIRIT, TRADITION AND COMMUNITY SOAR HIGH LIKE THE EAGLE	Always give your best even when the going gets tough! Wear our uniform with pride! Celebrate our successes!	Leave your area cleaner than when you found it! Be caring of our younger students	Wear our uniform with pride! Be caring of our younger students	Keep our ovals beautiful! Be caring of our younger students	Keep toilets presentable for all! Be caring of our younger students	Wear our uniform with pride! Be caring of our younger students	Wear our uniform with pride! Represent the College with pride

8a.   Establishing Behaviour Expectations

At St Columban's College there are many ways that staff establish the behaviour expectations of our students, including:

- Explicit teaching and consistent follow-up of school rules
- Maintaining high expectations
- Modelling positive behaviours to students
- Reinforcing positive behaviours through the Positive Behaviour 4 Learning posters throughout the College
- Affirming students who demonstrate positive behaviours
- Displaying the Positive Behaviour 4 Learning (ALBI) expectations clearly in classrooms
- Explaining school and classroom rules when the opportunity arises. Classroom rules emanating from PB4L are displayed in all learning areas of the College.
- Using appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or students with needs
- Using the Curriculum Assistance Program to assist students to complete assessment to a high standard
- Effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels at the end of the school year for the following year

8b.   Positive School Culture

Each week, the school community gathers together for one of three types of assemblies: House Assembly, Middle /Senior Phase Assembly and Whole College Assembly. During these times, we create and enrich our positive school culture through prayer, recognition of special achievements, awards, promoting our Positive Behaviour 4 Learning (PB4L) Plan as well as reminding students of our anti-bullying policy and by raising awareness of current and forthcoming school events. These features support the creation of a positive whole school culture.

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

- Praise/encouragement (verbal/written)
- Public display of work (classrooms, library, Chapel, Trade Training Centre)
- Phone calls, emails or communication to parents (*affirmation letters sent home*)
- Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, parents)
- Celebrations (holy days, birthdays, "outside" achievements)
- Articles in St Columban's College Newsletter – weekly electronic publication
- Announcements on the College website
- Interim and end of Semester Report
- Parent/Teacher interviews
- Senior References

8c.   Awards

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. The following St Columban's **College Schedule of Awards** outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school.

The efforts of staff members are also acknowledged at whole school assemblies, staff meetings as well as in The Columban, the College's weekly school newsletter, and on the College website.

SPORTS & CULTURAL AWARDS EVENING	• Conducted after each sporting Trimester • Recognising achievement in a variety of categories for relevant TAS sport. • Recognising achievement in the major Inter-House sporting carnivals.
ACHIEVEMENT AWARDS MIDDLE|SENIOR OR HOUSE ASSEMBLY	• Provides the opportunity to acknowledge and celebrate student achievement whether it be academic, sporting or cultural. • House Assemblies, in particular provide the opportunity to acknowledge students who have demonstrated positive spirit or significant achievement in any aspect of their House participation.
ACHIEVEMENT AWARDS WHOLE COLLEGE ASSEMBLY Recognition of achievement	• Acknowledge exceptional or outstanding achievement in the context of a College activity. • Acknowledgement of participation in a significant outside event or competition. • Provide the opportunity for performing arts students to display their talents. • Presentation of Student of the Month Awards.
PRINCIPAL'S AWARDS ASSEMBLY For exceptional or outstanding achievement and effort, a student is eligible for a Principal's Award which occurs in Term 2 and 3	• Very significant awards for academic excellence. • Recognition of both academic achievement and application to study as determined by teachers at the end of Term 1 and Term 2. • Great emphasis is placed on recognising those students who demonstrate positive and committed attitudes to learning. • Special guests are invited to present students with their awards. • Parents are actively encouraged to attend these Assemblies.
PRESENTATION EVENING	• PC Awards for consistent and significant contribution to the PC group throughout the year. • Gold academic awards for academic achievement for each Year level. • Academic Awards for excellent achievement for both Middle and Senior phase students. • Special Awards for significant achievement in a broad range of College and community participation. • Special sporting awards including representation at State and National level.

8.d   Maintaining a Positive Learning Environment

Essential Skills for Classroom Management

The core element elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of appropriate behaviour. The 10 Essential Skills provide teachers with a framework for developing these core elements of effective teaching (Essential Skills for Classroom Management, p.2).

The 10 Essential Skills for Classroom Management are:

ESSENTIAL SKILL	DESCRIPTION
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

Further details can be found under the following link - Essential Skills for Classroom Management

9.   Targeted Behaviour Support

Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include:

- Restorative Justice processes
- Guidance Counselling
- Better Choices support cards (Level 1 & 2)
- Social Skills programs such as - Rock & Water, Shine, Chill Out and Positive Friends & Respect programs.
- Accessing the assistance of outside support agencies
- Arranging, where appropriate, work experience opportunities

10.   Individualised Behaviour Support

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternate pathways of care. Individual supports may include:

- Responsible Thinking Process (RTP)
- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- Wrap Around with outside agencies
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.

The **Responsible Thinking Process (**RTP), is the preferred program for managing disruptive behaviour at St Columban's College as we believe that it is most consistent with the Gospel values and the Catholic Mission of the College. RTP is also consistent with our philosophy of Restorative Justice, which asserts that nothing worthwhile can be achieved outside the concept of respectful and quality relationships.

Specifically, the program:

- Protects time for teaching and learning.
- Teaches students to exercise self-control, respect the rights of others and respect rules.
- Helps students see that they are responsible for their actions.
- Helps students plan ways to cooperate, set limits, compromise, plan and manage their lives.

The Responsible Thinking Classroom (RTC) is a dedicated quiet room designed to provide students with the opportunity to reassess their choices and to focus on thinking responsibly. It is not a detention room or a withdrawal room. If a student chooses, by their behaviour, to go to the RTC, they will be treated with respect and with confidence that they are very capable of managing the process of re-entry to the class.

N.B. Teachers and Administration staff are not psychologists/psychiatrists and therefore we may at times request that professional personnel be engaged to assist the school.

11.   Responding to Negative Behaviour

BEHAVIOURS	STAFF RESPONSIBLE FOR TAKING LEAD	POSSIBLE CONSEQUESNCES & OPPORTUNITY FOR GROWTH
Tier 1 Behaviours • Ignoring instructions and direction • Disrespectful language or gestures • Lateness to class • Absence for part of a lesson • Swearing • Uniform/hat/jewellery transgressions • Playing in inappropriate areas • Disrespect for school resources • Disruption of teaching and learning environment (calling out, interrupting) • Misuse of Technology	Class Teacher PC Teacher PGD Teacher (Depending on where/when issue arose)	Reminder of expectations: • Refer student to the 'Responsible Thinking Classroom' (RTC) • Community Service • Verbal negotiation • Withdrawal from playground • Consultation and reflection with teacher • Contact with parents • Confiscation of property for the day
Tier 1 Behaviours (Repeated) • Repeated/Continued minor behaviours above • Repeated Inappropriate use of technology (including school internet, mobile phones and other electronic devices) • Filming of student interaction/activities without teacher permission • All forms of bullying such as repeated name calling, teasing, ostracising, derogatory comments (including in person, through technology & social media) • Strong verbal abuse or threats towards students and staff	Class Teacher PC Teacher PGD Teacher ***together with*** House Leader	Staff responses may include: • Refer student to the Responsible Thinking Classroom (RTC) • A monitoring program developed and implemented between House Coordinator, student and parent/carer • Restorative justice meeting • Referral for assessment and support from specialist staff Individual Behaviour Support Plan • Parent/carer contact • Internal school suspension • Confiscation of laptop, phone and or other electrical devices

BEHAVIOURS	STAFF RESPONSIBLE FOR TAKING LEAD	POSSIBLE CONSEQUESNCES & OPPORTUNITY FOR GROWTH
Tier 2 Behaviours • Continued behaviours above • Stealing • Truancy • Fighting • Self Harm • School Avoidance • Physical and/or verbal aggression toward students and staff • Smoking • Intimidation and/or harassment of staff (including through the use of technology) • Accessing Pornography • Vandalism • Sexual harassment/misconduct • Inappropriate digital/electronic content	House Leader *together with* Senior Leadership Team	• Parent/carer interview • Non Attendance at off campus and/or extracurricular activities (at Principal's discretion) • Referral to outside agency • Police notification • Suspension • Restorative conference on return from suspension
Tier 3 Behaviours • Extreme or continued behaviours above • Threats of violence • Possession of drugs • Supply of drugs • Possession of a weapon • Use of a weapon • Assault • Disseminating pornographic material	Senior Leadership Team	• Parent/carer interview • Non Attendance at off campus and/or extra-curricular activities (at Principal's discretion) • Police notification • External suspension • Recommendation for exclusion • Area Supervisor notification **NB Corporal punishment is expressly prohibited in all BCE schools**

For further information please refer also to:

Behaviour Definitions – Appendix A and
Strategies to Manage Minor Behaviour – Appendix

12.   Process Of Appeals

Parents and/or Carers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents, or students living independently, may appeal a suspension longer than three days to the Area Supervisor. Parents or students living independently may appeal an exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is

being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals process. Please see the Guidance Counselor for referral to an appropriate person to assist with an appeal. Alternative options to respond will be considered if a written appeal is not possible.
Appeals should be made to:

- The Principal of the school about a decision to suspend a student for less than three days
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school,
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

13.   Bullying and Harassment

St Columban's College has a zero tolerance approach to bullying and harassment. All members of the College community (students, parents, staff) have the right to feel safe and welcome at all times.

Students who witness or experience bullying are strongly encouraged to discuss their concerns with any staff member from the Community. Students and parents are encouraged to discuss any issues in person, phone or via email. Staff members once informed of allegations of bullying are to inform the relevant House Leader and Assistant Principal – Pastoral and Wellbeing immediately. All allegations of bullying and harassment will be taken seriously and investigated thoroughly.

It is a priority that all students (victim and perpetrator) involved in bullying issues will receive significant counselling and pastoral support to learn form the incident.
For full details of the school wide approach to the prevention of bullying and resolving incidents of bullying please refer to the St Columban's Response to Bullying Policy which is in line with the BCE Preventing and Responding to Student Bullying in Schools Policy.

14.   Links to related BCE policies and support documents

- Student Behaviour Support Policy
- Student Behaviour Support Regulations and Guidelines
- Positive Behaviour 4 Learning
- National Safe Schools Framework
- BCE Family School Partnership Policy
- BCE Student Protection Processes
- BCE Preventing & Responding to Student Bullying in Schools Policy
- BCE Management of Weapons in Schools
- BCE Management of Police Interventions in School
- BCE Management of Drug Related Incidents

- Restorative Practices

15. Related College Resources

- Essential Skills for Classroom Management
- Laptop Guidelines & Policy Booklet
- StC Uniform & Grooming Policy
- RTP Handbook 2015
- StC Child and Youth Risk Management Strategy

Appendix A

Behaviour Definitions
Minor Behaviours

	DESCRIPTOR	DEFINITION	EXAMPLE/NON-EXAMPLE
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	

Appendix B

Behaviour Definitions
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	

	DESCRIPTOR	DEFINITION	EXAMPLE/NON-EXAMPLE
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
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

Appendix C

<u>Strategies to Manage Minor Behaviour</u>

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". (p.453 Scheuermann & Hall, 2012)
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.

Appendix D

<u>Student Code of Conduct</u>

As a school community, we show...	
Respect and Care for Ourselves by...	• maintaining a neat and tidy appearance, wearing correct school uniform. • being responsible for our own belongings. • following playground and classroom guidelines and procedures so as to ensure our own safety and the safety of others. • choosing to eat healthy foods and to exercise regularly.
Respect and Care for our Learning by….	• working to our best ability in a collaborative, positive and respectful manner. • actively participating in all class / school activities. • encouraging others to engage in, and to value learning. • celebrating the efforts and achievements of all. • recognising and respecting that we are all here to learn. • being organised with the materials required for learning.
Respect and Care for each other by ...	• speaking politely at all times. • refraining from physical aggression • being considerate of others. • assisting anyone in need. • keeping oneself to oneself.
Respect and Care for our School by ...	• looking after all property. • caring for the environment. • positively engaging with our wider community. • representing our College with pride.