



## **Our Lady's College**

### **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

#### **School Mission and Vision – Tradition Excellence Community**

As our Mission Statement indicates, our College has a friendly and caring environment that values tradition, excellence and community. Our aim is to create independent, self-directed and reflective young women who can contribute positively to our ever-changing world. Within the wider context of the universal Catholic Church, we believe in the importance of the family and respect the dignity of each person.

#### **Our School Context**

Our Lady's College is a Catholic Secondary College for girls administered by Brisbane Catholic Education. Founded by the Sisters of St. Joseph in 1964, we take as our motto and challenge, "Ad Altiora" (Ever Higher). We follow the example of Saint Mary of the Cross MacKillop and hope to imbue in our girls the spirit of justice, compassion, integrity and service.

#### **Consultation and Review Process**

The College Leadership Team drafted the plan based on the Brisbane Catholic Education template.

Feedback was sought from:

- Pastoral Leaders Team
- Whole Staff Community
- College Board

The plan is reviewed every 2 years with a high-level check performed 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.

Our Lady's College provides a supportive and inclusive approach to teaching and learning. We respond by meeting the needs of our students and by providing excellent learning and teaching experiences in a safe and supportive learning environment. We are grounded in the Catholic faith and maintain the Brisbane Catholic Education values of excellence, integrity, justice and hope.

These fundamental beliefs are foundational to our work with students, parents and the wider community.

The School Student Behaviour Support Plan is underpinned by the Positive Behaviour for Learning (PB4L) framework. The framework consists of four major components: outcomes, systems, practices and data. PB4L is referred to as “a broad range of systemic and individualised strategies for achieving important social and learning outcomes” (Sugai & Horner, 2002). PB4L is a product of specialised research conducted by the U.S. Office of Special Education Programs with a specific focus on prevention with the use of Positive Behavioural Interventions and Supports. Our Lady’s College is committed to developing a positive school culture to support productive student behaviour and promote effective learning experiences.

## 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.

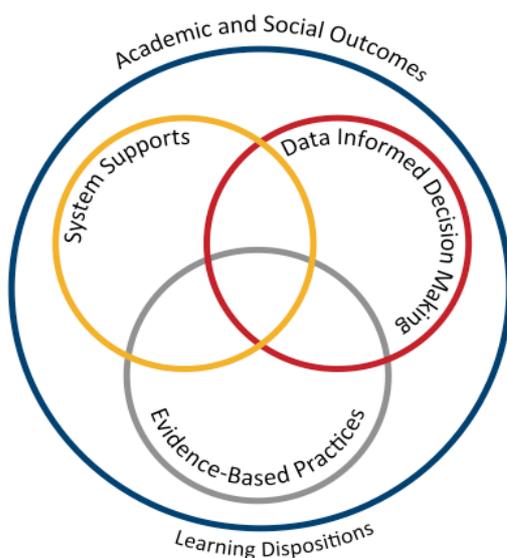


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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:

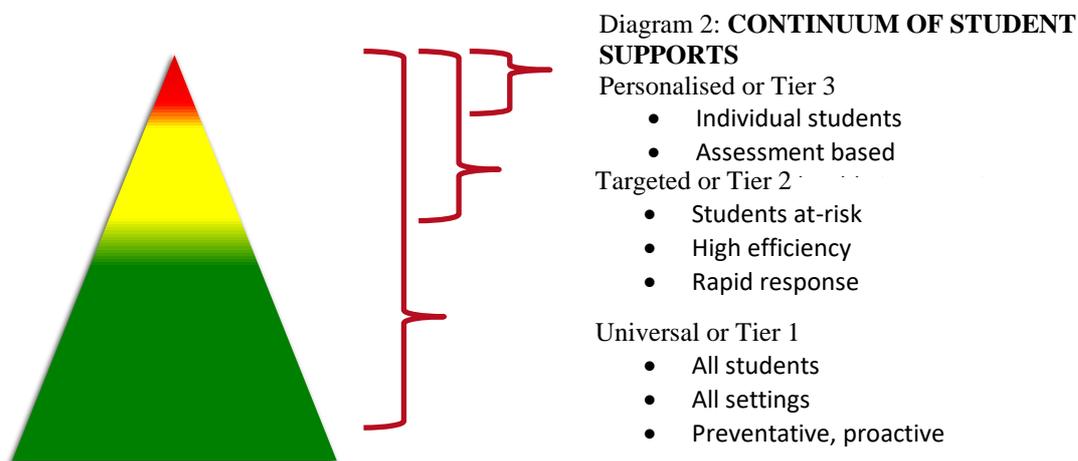
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

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

The Our Lady's College Student Behaviour Support leadership structure consists of role holders such as Teachers, Support Teachers, Pastoral Leaders, Curriculum Leaders, Guidance Counsellor and the College Leadership Team.

The College Pastoral team is comprised of key staff that have engaged in professional learning to build capacity with the implementation of PB4L. The pastoral team members include the Pastoral Leaders, the Learning Enrichment Leader, Guidance Counsellor, Campus Minister, Assistant Principal Student Wellbeing and the Principal. Weekly meetings are conducted and are facilitated by a member of the College Leadership Team who records the meeting minutes. A proactive approach is promoted through consultation and collaboration to regularly analyse Engage Student Support System data. All College staff are committed to supporting and meeting the needs of the students.

## **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 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.

## **Student Behaviour Support Plan and Code of Expected Student Behaviour**

The information below is from the Student Behaviour Support Plan.

The community at Our Lady's College strives to:

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

## **Code of Expected Student Behaviour**

As members of the Our Lady's College community we endeavour to:

- look to Our Lady and Saint Mary MacKillop as models of Christian living
- uphold the value and dignity of every person
- maintain the good name and traditions of the College in the wider community
- follow all College guidelines, procedures and policies

### **Respect and care for ourselves by:**

All students are encouraged to:

- respect themselves and others at school and in the community
- be safe
- be honest, truthful and trustworthy
- be self-disciplined
- be resilient
- value the opportunity of education
- be a Learner who strives ever higher

### **Respect and care for our relationships with others by:**

As members of the Our Lady'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 by:**

The students of Our Lady's College will:

- be aware that their actions reflect on them and their College
- observe all community expectations in their actions eg public transport expectations and respect for the environment
- follow College uniform guidelines
- show courtesy and respect towards those within the College and wider community

### **Respect and care for our learning by:**

Each student will:

- allow all students the opportunity to learn and teachers to teach
- 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 with all materials needed for learning

### **Respect for our faith tradition by:**

We expect that students will:

- appreciate the need for an atmosphere of quiet reflection leading to prayer
- participate in community prayer, feast days, liturgy and spiritual formation opportunities
- follow Church customs and practices with dignity, respecting the sacred space
- participate in R.E. classes in a manner that is considerate of all the religions and spiritualities of the world

## Respect and care for our students by:

Each teacher will:

- show respect and courtesy towards students, colleagues and the community
- maintain a safe learning environment that aligns with BCE Code of Conduct, Privacy and Student Protection policies
- show responsibility for the delivery of Excellent Learning and Teaching
- demonstrate the BCE Model of Pedagogy as part of their practice
- engage in professional learning

## Behaviour Support Strategies in Response to Inappropriate Behaviours

<b>Level 1</b>	
All staff	
Possible Behaviours	Possible Responses
<ul style="list-style-type: none"> <li>• Peer conflict</li> <li>• Misuse of technology</li> <li>• Inappropriate behaviour in class</li> <li>• Disrupting learning</li> <li>• Non-submission of homework</li> <li>• Non-participation in school activities</li> <li>• Poor application and conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers to establish expectations and behaviour support strategies</li> <li>• Verbal warning</li> <li>• Consequence determined by classroom teacher</li> <li>• Contact home by teacher</li> <li>• Inform appropriate Middle Leader</li> </ul>
<b>Level 2</b>	
Pastoral/Curriculum Leaders	
Possible Behaviours	Possible Responses
<ul style="list-style-type: none"> <li>• Peer conflict</li> <li>• Continued refusal to participate in school activities</li> <li>• Continued behavioural challenges</li> <li>• Continued failure to meet subject requirements</li> <li>• Late or non-submission of assessment/plagiarism</li> <li>• Misuse of technology</li> <li>• Continued poor application and conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Reestablishment of expectations</li> <li>• Verbal warning</li> <li>• Consequence determined by appropriate Middle Leader</li> <li>• Subject requirements – Curriculum Leader liaises with Pastoral Leader then contacts home</li> <li>• Behaviour concerns - Pastoral Leader to contact home</li> <li>• Meet with parent</li> <li>• Middle Leader notifies the CLT via direct line manager</li> <li>• Review and Response meeting</li> <li>• Monitor and review behaviour</li> </ul>
<b>Level 3</b>	
College Leadership Team	
Possible Behaviours	Possible Responses
<ul style="list-style-type: none"> <li>• Physical intimidation of students and teachers</li> <li>• Behaviour considered major in the appendices table (attached).</li> <li>• Extremely abusive or obscene behaviour with intent to harm or intimidate</li> <li>• Dangerous or unsafe behaviour</li> <li>• Persistent school refusal</li> <li>• Bullying, harassment, violence</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of expectations</li> <li>• Verbal warning</li> <li>• Contact home by a member of the CLT</li> <li>• Meeting with parents/carers</li> <li>• Behaviour contract</li> <li>• Internal suspension</li> <li>• External suspension</li> </ul>

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](http://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 day
- Pastoral care class, weekly throughout the year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- Within each subject class
- New student orientation when needed
- Student leaders support younger peers

## 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:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Mary MacKillop Awards	Class encouragers
Diligence Awards	Teacher’s personalised acknowledgements
Recognise positive contribution at assembly	Emails to parents

### Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Pastoral Mentoring Program – The core of Check and Connect is a regular trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

### Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Intensive 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 feed forward 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 the following:

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
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

#### 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 school/college responses**

Bullying, cyberbullying and harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment and is a repetitive 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' and online hate sites/bash boards.

Students are expected to engage in responsible, respectful behaviour. Pro-active and preventative behaviour support strategies are conveyed to students in response to inappropriate behaviours. Safe and responsible behaviour support is underpinned by the College values and educative processes.

### **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 Our Lady's College Leadership Team, Pastoral Leaders, Curriculum Leaders and Guidance Counsellor use a combination of student behavioural information, diagnostic data, SRS data and student voice to make informed decisions about student supports. Pastoral and Curriculum Department Meetings are conducted frequently each term to collaborate and analyse school data. Recommendations are made to the College Leadership Team so that students are considered for a Review and Response process, with the aim of personalising supports and targeting specific concerns.

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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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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 is a repetitive 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' and online hate sites/bash boards.
<b>4</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>5</b>	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.
<b>6</b>	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.
<b>7</b>	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.
<b>8</b>	Dangerous or unsafe behaviour	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.
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it.	Stealing school or personal property.
<b>10</b>	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.
<b>11</b>	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).
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions.	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment.
<b>13</b>	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.
<b>14</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>15</b>	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.
<b>16</b>	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.
<b>17</b>	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
<b>18</b>	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

Endorsed by the Principal and College Board on 26 May 2020.

Approver: Principal	Issue date: 30/05/2020	Next review date: 30/05/2022
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