

Student Behaviour Support Plan



**OUR LADY'S
COLLEGE**

ANNERLEY

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

The Our Lady's College Mission is to provide high-quality Catholic education for young women in a vibrant, caring and engaging environment that prioritises 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 respect, inclusion, compassion and courage.

Consultation and Review Process

The College Leadership Team drafted this plan based on the Brisbane Catholic Education template. Feedback and consultation was sought from College staff and the Parent Engagement Group in March 2026.

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 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). Our Lady's College is committed to developing a positive school culture to support productive student behaviour and promote effective learning experiences. We subscribe to the Teaching for Thinking, an educational approach designed to cultivate students' critical, creative, and reflective thinking skills through inquiry-based, evidence-informed pedagogy (Ellerton, 2022).

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.

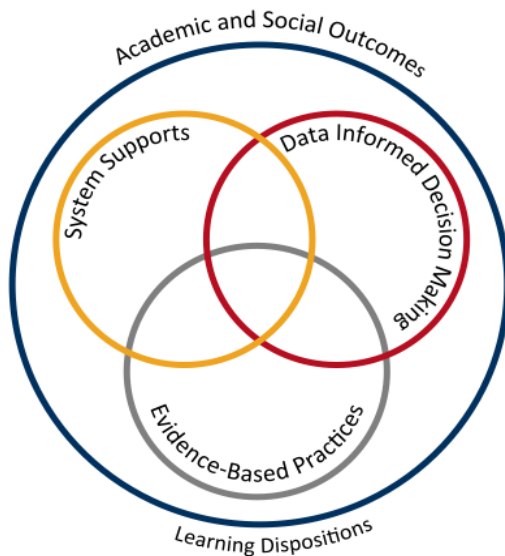


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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

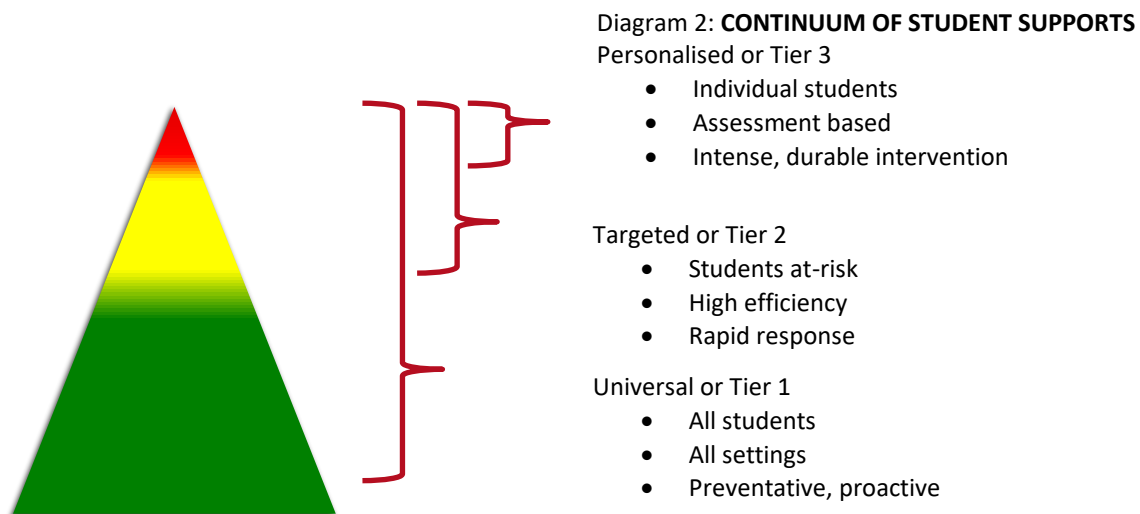
behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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 Enhancement Leader, Guidance Counsellor, Wellbeing Officer and Assistant Principal Student Wellbeing. Weekly meetings are conducted and are facilitated by a member of the College Leadership Team who records the meeting minutes. Minutes are stored centrally and

accessible by the team. 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 expectations are:

- We are respectful
- We are inclusive
- We are compassionate
- We are courageous

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.

A copy of the college's behaviour matrix is located in Appendix B.

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation days
- Pastoral care lessons, weekly throughout the year
- Classroom expectations and routines
- Year Level and Whole School Assemblies
- New student orientation, as required
- Student leaders supporting younger peers through the Big Sister program

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
Spirit of Mary MacKillop awards	McKnoulty Cup points
Attendance certificates	Public acknowledgement of achievements
Academic diligence awards	Communication with parents/caregivers
Lunchtime activities and groups	Student leadership opportunities

Tier 2 Targeted Supports:

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

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

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

- 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.
- 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:

- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Wellbeing Officer support
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

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

De-escalation	Problem-solving	Restorative
Breathing techniques Re-direct back to task Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Sensory support Proximity Individual crisis support and management plan	Teacher – student conversation Teacher – student – parent meeting Teacher – student – leadership conversation Pastoral leader – student – parent meeting Goal setting Mentoring Request for support	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference Check in/Check out

In addition, de-escalation crisis prevention and support strategies may include an individualised Ready to Learn Plan, a Safety Plan and/or Crisis Management Plan.

Appendix C is a diagram of Responses in line with the PB4L framework and philosophy implemented by the school.

5. BCE Formal Sanctions

Our Lady's College uses BCE procedures for formal sanctions. Such matters are recorded as a behaviour incident in Engage. Pastoral Leaders and the College Leadership Team discern the nature and severity of incidents to determine staff response.

- **Detention process at Our Lady's College:** occur after a breach of the student behaviour support plan. Sessions occur during lunch breaks. Teaching staff who nominate a detention supervise the session. Parents are notified via email or phone call from the relevant teaching staff member.
- **Suspension process at Our Lady's College** – occur in the instance of a serious breach of the student behaviour support plan. The Principal, in consultation with members of the College Leadership Team nominates a suspension. Suspensions may be in school or out of school. The Suspension record is completed by a member of the College Leadership Team in Engage. Parents/Caregivers are notified via phone call, followed by an official Suspension letter. Relevant staff are notified of the suspension. A Re-entry meeting is held with the student and a parent/caregiver, a member of the College Leadership Team and a Pastoral Leader or the Guidance Counsellor. The student, parent/caregiver and staff member/s present have the opportunity to provide input during the meeting. The Re-entry meeting is minuted and uploaded to Engage. Minutes of the meeting are available to relevant staff. The student is required to meet individually with the College Guidance Counsellor following the return to school.

- **Exclusion - at Our Lady's College:** An exclusion would occur following an extensive and transparent discussion the College Leadership team, students and parents in the event to enact an exclusion. Evidence that the College, over an extended period, consistently applied and reviewed individual support or intervention plans, and despite these efforts the student's behaviour has continued to be unproductive. Circumstances would include when the student's behaviour seriously interferes with the safety and wellbeing of other students and/or employees. Exclusions occur following an extended period of suspension from school. The Principal will consult with the Senior Leader – School Progress and Performance when considering an exclusion. The Learning Services Executive of Brisbane Catholic Education may approve a recommendation for exclusion.

Appeals Process

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

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

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

Definition

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical,

social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

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

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

1. Understanding Bullying and Harassment

Staff are required to completed annual mandatory training. This includes information regarding suspicion of bullying and harassment in the workplace and in working with children. The College incorporates awareness and education regarding Bullying and Harassment in our Pastoral Care program. Classroom teacher plan and teach content in relation to Bullying and Harassment using the Bullying No Way! online resources.

2. Teaching about Bullying and Harassment

Our college utilises the Australian Curriculum personal and social capabilities, the Health and Physical Education Curriculum and BCE Religious Education Curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

3. Responding to Bullying and Harassment

The College has procedures for students, families and staff to report incidents of bullying and harassment.

All staff must take all reports of bullying and harassment seriously and respond with a school team process. This process is as follows:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you

have all the facts, including if there are immediate safety risks and let the student know how you will address these).

- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

Our Lady's College plans for a safe, supportive and inclusive school to prevent bullying and harassment. This is targeted in the following ways:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. These are communicated at Year Level Assemblies by Pastoral Leaders and in Pastoral Care time by Pastoral Care Teachers.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. This includes professional learning from Be You and Bullying No Way! online resources.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. This is provided by

way of professional learning communities at the College. These are led by Pastoral Leaders and presented to Pastoral Care teachers.

4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. This is communicated in the College staff handbook and by Pastoral Leaders to Pastoral Care teachers.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This is communicated and presented at Parent Information sessions and through the College Quarterly magazine.
6. Explicit promotion of social and emotional competencies among students: This occurs in lunchtime groups and clubs, interschool sport, reflection days year level camps and targeted lessons in the whole of school Pastoral Care program.

Key contacts for students and parents to report bullying

Staff member Pastoral Leaders – Bianca Johnston, Amie Clark, Leanne Morton

Staff member Guidance Counsellor – Laura Gillham

Staff member Assistant Principal – Karen Chandler

Staff can be contacted via phone on 34 26 80 00

Cyberbullying

Cyberbullying is treated at Our Lady's College with the same level of seriousness as direct bullying.

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

The process for reporting and responding to Bullying and Cyberbullying is outlined in Appendix D.

Resources

The College utilises the following resources to inform programs for education and response to all forms of.

The [Australian Curriculum](#) provides the framework for your school's anti-bullying teaching and learning activities.

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

- Be You
- Bullying NoWay
- Office of the eSafety Commissioner

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.

School based Student Behaviour Team uses behavioural data together with other data sources to make data informed decisions about student supports. The team meet fortnightly to analyse universal school data. The team consists of Pastoral Leaders, Guidance Counsellor and Assistant Principal. In addition, the Multi-tiered System of Support (MTSS) team meet fortnightly to formalise and action responses to student behaviour that require targeted and personalised support. This team consists of Pastoral Leaders, Guidance Counsellor, Speech Pathologist, Support Teacher, Pathways Leader and members of the College Leadership Team.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
15	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
16	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
17	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
18	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B - Behaviour Matrix

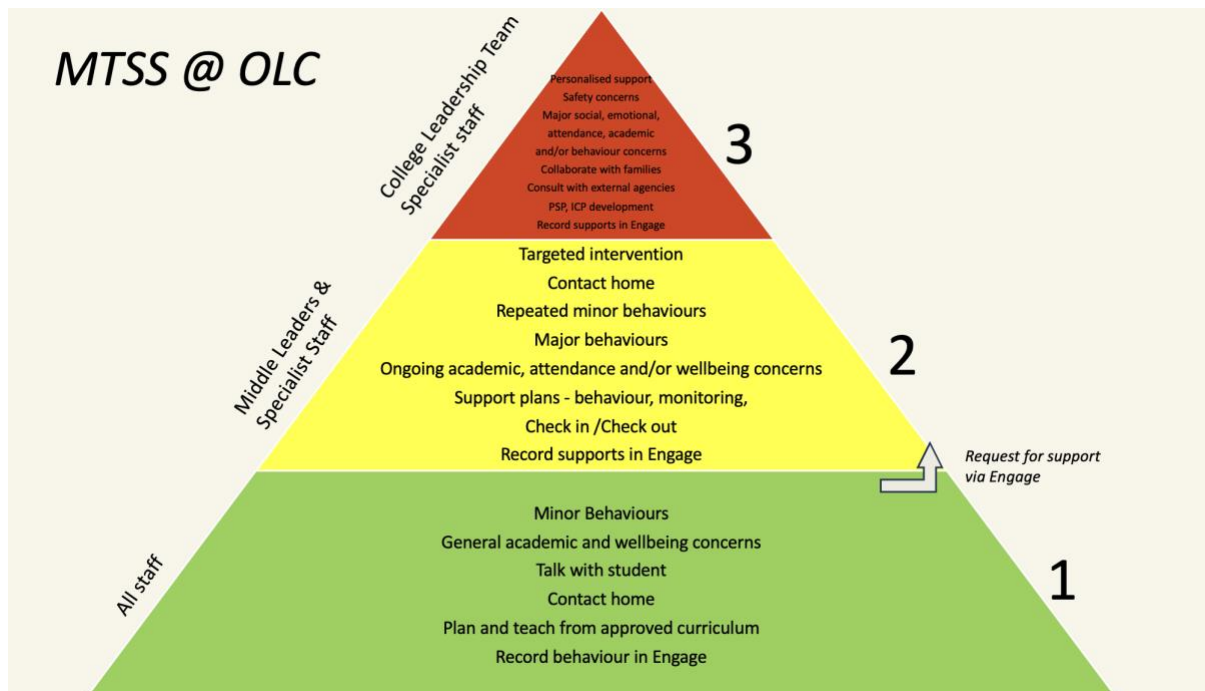
Draft OUR JOSEPHITE WAY

 OUR LADY'S COLLEGE ANNERLEY	WE ARE RESPECTFUL	WE ARE INCLUSIVE	WE ARE COMPASSIONATE	WE ARE COURAGEOUS
LEARNING ENVIRONMENT	<ul style="list-style-type: none"> Arrive on time, with equipment, ready to learn Follow instructions promptly Listen attentively Care for learning spaces and equipment Use polite and appropriate language 	<ul style="list-style-type: none"> Respect everyone's right to learn Collaborate productively Value different ideas 	<ul style="list-style-type: none"> Seek opportunities to be helpful Encourage and support others Give and accept feedback fairly and openly 	<ul style="list-style-type: none"> Persist with tasks and ask questions Do your own work Do your best
COLLEGE AND WIDER COMMUNITY	<ul style="list-style-type: none"> Move calmly and safely Give others personal space Wear uniform correctly and with pride Respond respectfully to staff 	<ul style="list-style-type: none"> Welcome others Share resources fairly Value our differences 	<ul style="list-style-type: none"> Be friendly and offer help to others Care for our College grounds and facilities 	<ul style="list-style-type: none"> Represent the College positively Speak up for safety Walk away from conflict
DIGITAL ENVIRONMENT	<ul style="list-style-type: none"> Use polite online language Protect privacy of yourself and others Share appropriate online content 	<ul style="list-style-type: none"> Communicate kindly and respectfully Respect different viewpoints 	<ul style="list-style-type: none"> Think before you act and react Use digital spaces safely and responsibly 	<ul style="list-style-type: none"> Seek help when needed Report unsafe behaviour Take responsibility for your actions

Mutual Respect | Intentional Inclusivity | Conscious Compassion | Creative Courage

Ad Altiora – Ever Higher

Appendix C - Levels of response



Appendix D - Reporting and Responding to Bullying

