SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Vision Statement

As a Catholic Christian community journeying together, we commit ourselves to the following Vision for St Ita's Catholic Primary School.

- We challenge those we educate to live in unity with God, others and creation;
- We recognize and value the unique God given gifts each person brings to our community;
- We strive to be a learning community that embraces the principles of Respect, Responsibility, Forgiveness, Reconciliation and Equity;
- We work in partnership with all members of our school community to create a culture of excellence in our teaching and learning and is a safe place for people to grow.

Mission Statement

In the spirit of the Ursuline tradition "Serviam" we will:

- Follow the teachings of Jesus
- Respect the individual and the environment
- Strive for unity
- Aim high in all we do

Our School Context

St Ita's is a Catholic co-educational school for students from Prep to Year 6 with an enrolment of 382. The school is located in the inner-city suburb of Dutton Park in a pleasing physical environment situated in a natural bushland setting backing on to the Brisbane River with views to the University of Queensland, the Eleanor Schonell Bridge and Brisbane City.

Consultation and Review Process

St Ita's Regional Catholic Primary School has developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our School Board and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. The plan was endorsed by the Principal, the School Board and the Senior Leader: Performnace & Progress and will be reviewed at least every 2 years.

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.

Behaviour Management is an integral characteristic of effective teaching. Effective Teaching and Learning is supported by a safe, positive and productive learning environment based on the principles of consistency, fairness and engagement. This starts in the classroom, with each and every individual student. At St Ita's Regional Catholic Primary School we believe there are five Gospel Values and eight Learning Dispositions that underpin quality learning outcomes:
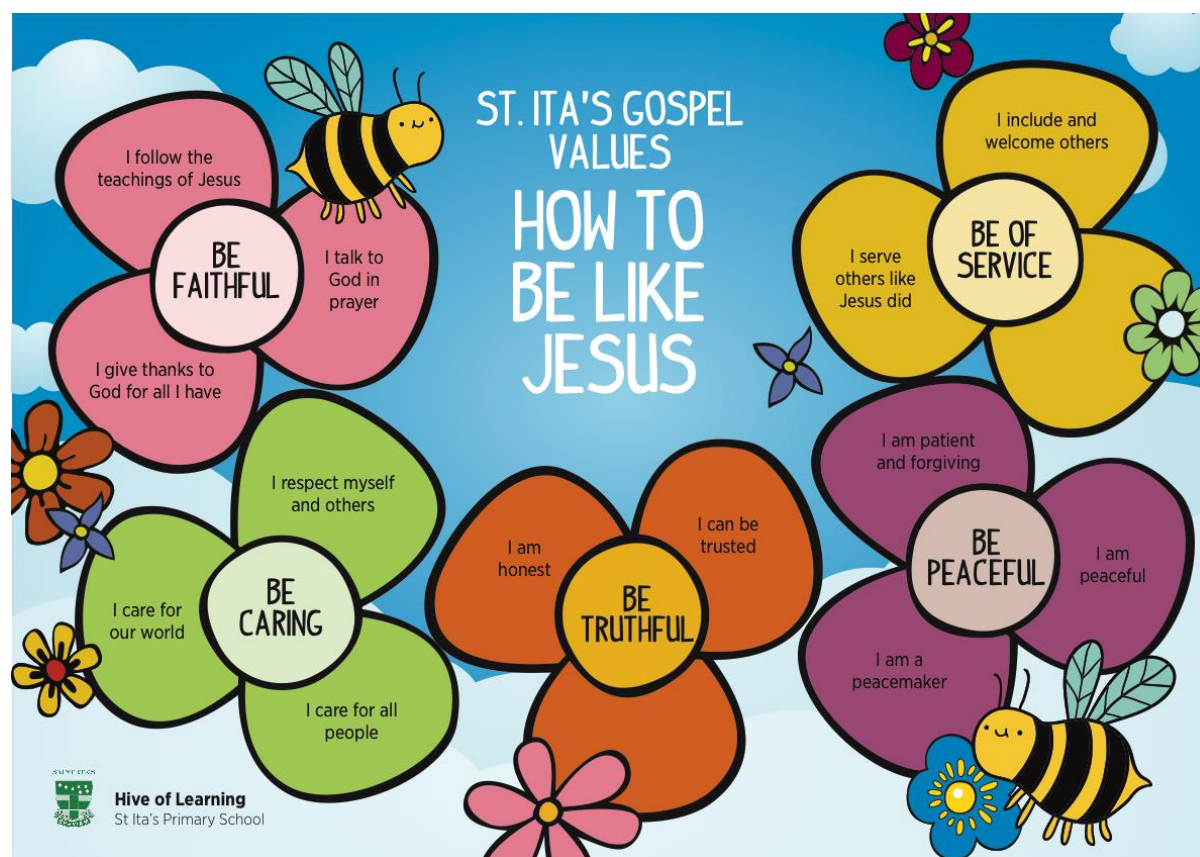
Our first Gospel value, 'To Be Truthful", can be heard in John 8:32 "And you will know the truth, and the truth will set you free". This Gospel value is reflected in our school Vision and Mission Statement where we embrace the principles of equity and living in unity with God and others.

Our second Gospel value 'To Be of Service" can be heard in the first Letter of Peter 4:10 "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms". This Gospel value is the heart of our Ursuline tradition and is reflected in our school motto 'Serviam' – I will serve.

Our third Gospel value 'Be Caring" can be heard in Matthew 5:16 "In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven". This Gospel value is reflected in our school Vision and Mission Statement where we embrace the principles of respect and responsibility. We demonstrate these principles towards others, the environment and ourselves.

Our fourth Gospel value 'Be Peaceful" can be heard in Matthew 5:9 "Blessed are the peacemakers, for they shall be called sons of God". This Gospel value is at the core of living in unity with God and others as stated in our school Vision and Mission Statement. Being peaceful is also acknowledged in our school Vision and Mission Statement through the principles of forgiveness and reconciliation.

Our fifth Gospel value 'Be Faithfull" can be heard in John 8:12-13, 31-33 "Again Jesus spoke to them, saying, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life." "Then Jesus said to the Jews who had believed in him, if you continue in my word, you are truly my disciples; and you will know the truth, and the truth will make you free." This Gospel value is reflected in our Mission Statement, which proclaims in the spirit of the Ursuline tradition "Serviam" we will follow the teachings of Jesus. This Gospel value also underpins each of our learning dispositions that make up our Hive of Learning.

At St Ita's we believe that the essential focus of our school is the overall development of each child according to the needs and potential of the individual. As such, we strive to provide a curriculum that will enable the child to grow in the knowledge, skills, attitudes and values necessary to become a

spiritual, well integrated, secure, self-disciplined person, confident and able to contribute to the betterment of themselves, society and the environment in which we live.

St Ita's Primary School has embraced the Brisbane Catholic Education Learning Framework as the starting point for planning for learning at all levels across the school.

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

What is Positive Behaviour for Learning?

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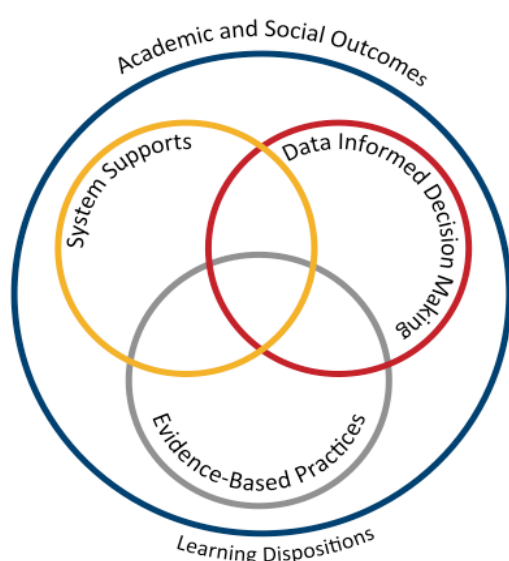
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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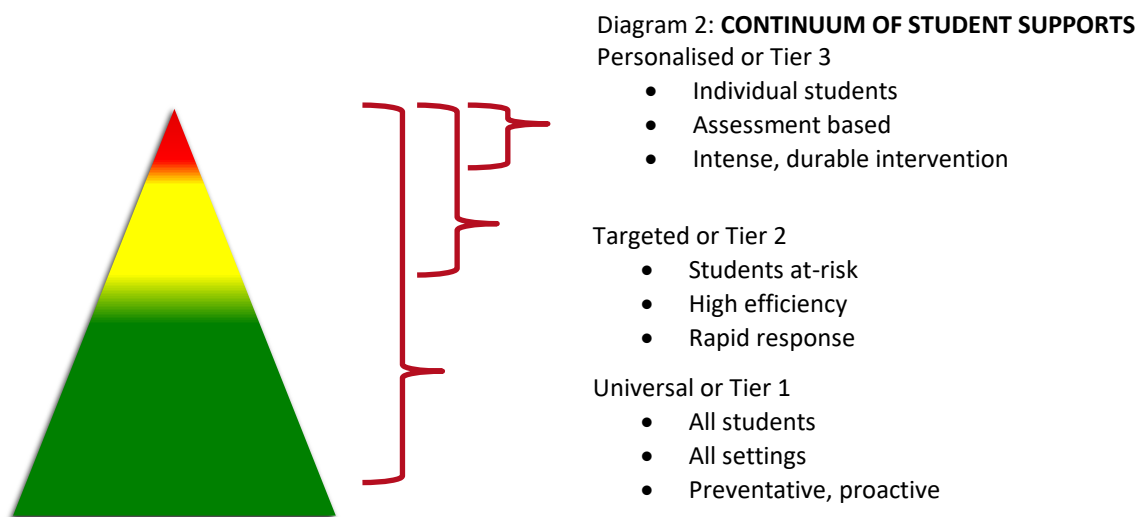
teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai,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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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

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

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

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

A brief statement describing your Student Behaviour Support leadership structures. PB4L teams across your school/college – universal support team is mainly teachers with school officers plus leadership, targeted and/or individual support team(s) usually consists of Support Teachers, Guidance Counsellor, Head of House, leadership and can add teachers who are on the universal support team for consistency. Give details of meeting frequency and roles and responsibilities of team

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:

- Be Respectful
- Be Responsible
- Be Safe
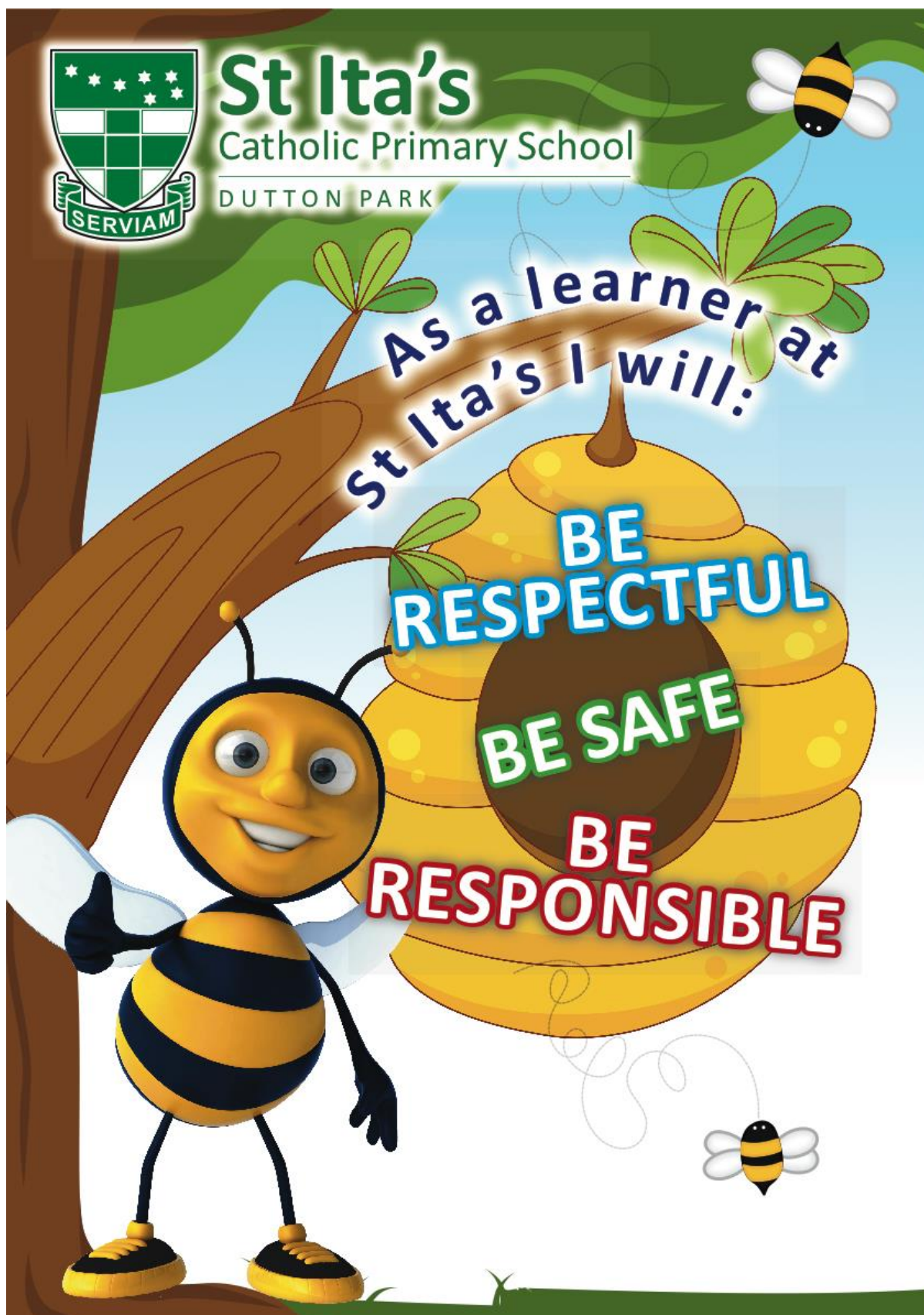
Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They

allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

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
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- 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
Weekly Bee Awards	In class reward systems

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:

- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- 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
- Supervised calm time in a safe. space in the classroom - Supervised calm time in a safe space outside of the classroom - Set limits - Individual crisis support and management plan	- Teacher – student conversation - Work it out together plan – teacher and student - Teacher – student – parent meeting - Teacher – student – leadership conversation	- Student apology - Student contributes back to the class or school community - Restorative conversation - Restorative conference

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

Step One
A child who is behaving inappropriately is asked to step aside by a peer, teacher or school officer. The child is made aware of the behaviour and is reminded that it is inappropriate. The pair then return to their work quietly.

Step Two
If the child chooses to continue with the inappropriate behaviour, then the teacher asks the child to step outside, reminds them of their choices and sits the child in time out within the classroom. When this occurs, a note is made of the inappropriate behaviour and the consequence on BCE Engage Student Support System

Step Three
If time-out is ineffective and the child continues to disrupt, she/he is sent to another teaching area. When this occurs, a note is made of the inappropriate behaviour and the consequence on BCE Engage Student Support System

Step Four
Parents are notified and a meeting is arranged between the parents, teacher, Principal and child if behaviour continues to be inappropriate. Appropriate consequences are then determined on a case-by-case basis. The notes from this meeting should be recorded on BCE Engage Student Support System

Playground behaviours

A process similar to the above 4 step process will be followed in the playground except that the inappropriate behaviour will be dealt with by the teacher on duty for Steps 1 and 2. If a child reaches Step 2, the teacher on duty will record the behaviour on BCE Engage Student Support System

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

St Ita's community acknowledges that each person has the right to be treated with dignity and to feel safe and secure within the school environment. To ensure that these rights are further guaranteed, we have surveyed our parents, staff and students regarding their perceptions of safety and bullying here at St Ita's. This policy complements existing policies and procedures here at St Ita's and addresses the primary issues raised during the consultation process. The existing policies and procedures include the following:

· Behaviour Management Policy
· Social Skills Programmes

What is bullying?

Bullying occurs when an individual is repeatedly exposed, over time, to negative actions on the part of one or more persons. Bullying involves:

· A desire to hurt
· A hurtful action
· A power imbalance
· An unjust use of power
· Repetition of the negative behaviours
· Evident enjoyment by the aggressor
· A sense of being oppressed on the part of the victim.

Policy

We will not tolerate bullying. We can do something about it. Remember that every reported incident will be investigated and it is right for you to tell someone if you, or your friends, are feeling bullied or unsafe.

Aims

1. To nurture and promote the holistic development of each person.

2. To promote an understanding that no form of bullying is acceptable.

3. To teach and encourage resilience in all members of the St Ita's community.

4. To encourage a supportive network among students, staff and parents.

5. To regularly reiterate the importance of Protective Behaviour 'networks' and procedures.

6. To raise awareness and tolerance of the multicultural and multifaith aspects of our community.

7. To affirm and encourage positive behaviours.

We will:

1. display anti-bullying information throughout school.

2. promote resilient behaviours regularly at assemblies.

3. publicly affirm positive behaviours.

4. actively employ peer mediators.

5. report all incidents verbally or in writing to Administration Staff

6. ensure that all reports are acted upon.

7. regularly forward up-to-date information to parents and caregivers regarding this policy.

The Role of Conflict Resolution

St Ita's School believes that, in the first instance, all grievances and conflicts between children can be resolved at the classroom level.

If unsuccessful, the complainant and the respondent will meet with the Principal, teacher or delegate, action will be decided upon and documentation will be kept. Repeated incidents by the same child/children will require parent/guardian consultation with the principal.

Individual behaviour modification programmes for repeat offenders will be instigated and monitored and if this is unsuccessful, enrolment may be reviewed.

At all times, positive behaviours will be affirmed.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

Our student support team, consisting of the leadership team, guidance counsillor and STIE, meet weekly to evaluate behavioural data and make data informed decisions about student supports. During this time, we analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

References

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4-16.

Christenson, S., Stout, K. & Pohl, A. (2012). Check and Connect- Implementing with Fidelity. University of Minnesota.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem Behavior in schools. New York: Guilford Press.

Greene, R.W. (2014). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner.

Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), Positive behavior support (pp359-390). New York: Guilford.

Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), Handbook of Classroom management: Research, practice and contemporary issues (pp833-854). New York: Lawrence Erlbaum.

Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) Handbook of positive behavior support (pp. 551-580). New York, NY: Springer

Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). Handbook for positive behavior support. New York: Springer Science and Business Media.

Sprague, J. & Golly, A. (2005). Best behavior: Building positive behavior support in schools. Boston, MA: Sopris West Educational Services.

Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. Child and Family Behaviour Therapy, 24. 23-50.

Witt, J. C., Daly, E. J., & Noell, G. (2000). Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems. New York: Sophis West.

Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

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

Major Behaviours

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

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

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	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
13	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
14	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
15	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.
16	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
17	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
18	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