

ST KEVIN'S CATHOLIC
PRIMARY SCHOOL

**STUDENT BEHAVIOUR
SUPPORT PLAN**



School Mission and Vision - Teach Challenge Transform

St Kevin's Vision for Learning

Inspired by St Kevin, our Catholic school is a community that welcomes all; fostering our connectedness to God, to each other, and to all of creation.

St Kevin's is a place of partnerships for contemporary learning, encouraging the growth and well – being of all, within a positive environment.

Learning at St Kevin's is:

Inclusive

- Respecting and responding to the diverse social, cultural and Religious backgrounds of learners
- Catering for different learning needs
- Encouraging and celebrating the success of all

Supportive

- Providing a safe and nurturing environment where students can take risks with their learning
- Sharing responsibilities for learning
- Fostering partnerships between students, teachers and parents

Engaging

- Creating enjoyable, relevant and interactive learning opportunities which inspire students to improve
- Establishing clear learning goals and criteria for success to foster self - directed learning
- Responding with feedback that moves learning forward and motivates students to reach their ultimate potential

Sustainable

- Cultivating the mindset of a learner and developing a common language of learning
- Building the dispositions of learners: resilient, persistent, confident, collaborative, motivated, self- directed and creative
- Equipping students with the strategies and practices they will need to be active participants in a changing world, living life to the full
- Encouraging students to enrich our world by accepting their role as custodians of our environment

Our Vision

Inspired by St Kevin, our Catholic School is a community that is welcoming to all; fostering our connectedness to God, to each other, and to all of creation.

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Strength with Kindness

Our School Context

St Kevin's is a co-educational Catholic primary school situated in Benowa in the heart of the Gold Coast. St. Kevin's School provides an environment in which the development and growth of the whole person is encouraged. Meeting the needs of today, and focusing on the future, we aim to provide the highest possible standards in curriculum, communication, and community contribution, all centred on our core focus of Christian values.

The interaction of learning and teaching enables students to be self-reflecting and self-directed learners. As life-long learners our school community plans to consistently provide students opportunities to make meaning of their world explicitly and creatively.

Consultation and Review Process

This document has been reviewed and shared with staff and community members for consultation and feedback. Implementation of the plan is responsive to developing needs within the school and feedback from the community and surveys such as BCE Listens.

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.

The following shared beliefs reflect current literature in positive behaviour teaching and support;

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians.
- Every day at school, students have opportunities to develop, learn and practise social skills and general capabilities through the curriculum and informal experiences.
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction.
- Behaviour can be taught using the same strategies used to teach academic learning areas.
- Misbehaviour presents students with an opportunity to learn and the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students require ongoing teaching, encouragement and correction.
- Students need and want high expectations for their behaviour. Maintaining high expectations does not require 'get tough' or punitive approaches.
- Services and support for students with chronic or intense behaviours are more effective within the context of a school-wide commitment to the social and academic development of all students.

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.

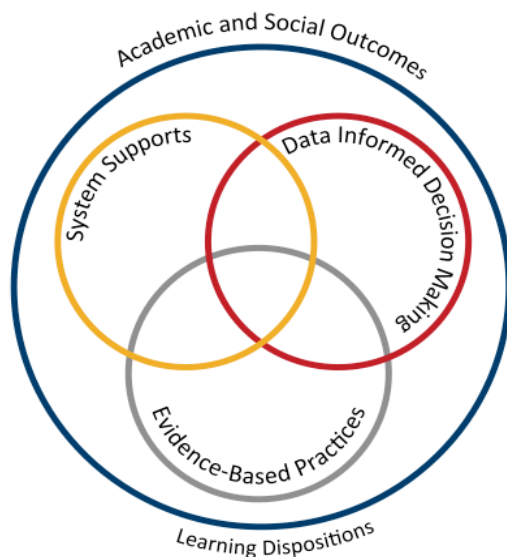


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4L 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:

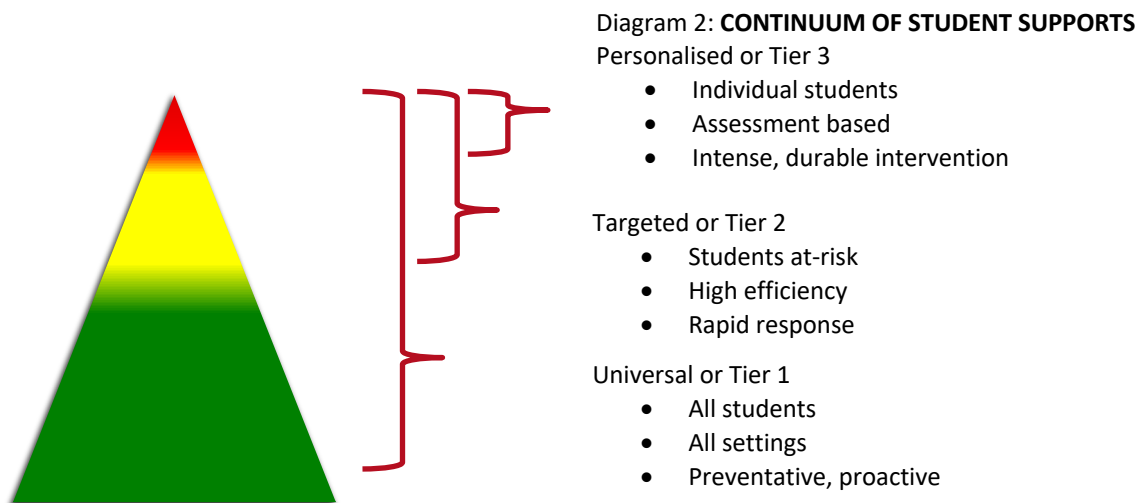
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Student Behaviour Support Leadership & Professional Learning for School staff

Student behaviour support is led by members of the school Leadership and Student Support Team. The Assistant Principal – Administration (APA) works closely with the Guidance Counsellor (GC) and Support Teacher: Inclusive Education (ST:IE), other members of the Leadership Team and Classroom Teachers to identify and support student behaviour

throughout the school. Universal supports are implemented by classroom teachers with schoolwide support from the APA and Leadership Team. Tier Two and Three supports are implemented by the wider Student Support Team with support from the Principal.

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 responsible
- We are respectful
- We care for our school
- We act safely



Our School Behaviour Matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practise and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.



At St Kevin's, we *make Jesus real* through our *actions, words* and *choices*.

<i>Strength with Kindness</i>	CLASSROOM	PLAYGROUND	TOILETS	TRANSITIONS	BEFORE & AFTER SCHOOL	GATHERINGS	ONLINE	EATING AREAS
WE CARE FOR OUR SCHOOL	Treat property with care	Care for our environment Be mindful of others	Be hygienic Use only what we need	Always stay on the footpaths	Care for our environment	Think about the needs of others	T.H.I.N.K. before you post - is it: Truthful Helpful Inspiring Necessary Kind?	Keep our eating areas clean and tidy
WE ARE RESPONSIBLE PEOPLE	Be organised and ready for learning	Be calm and patient Take turns Use positive language Share and care	Go to the toilet at appropriate times In, do, flush, wash, out	Be organised Be calm and patient Listen to and follow instructions	Arrive and leave school at the correct time	Fully participate Move quickly to the right areas	T.H.I.N.K. before you post Stay on task Share your skills Be organised and ready for learning	Stay hydrated Make healthy food choices
WE ARE PEOPLE OF RESPECT	Be honest Listen to others Use kind words Be polite and courteous Take turns	Play fairly Be honest Use safe hands and feet Be considerate of others Welcome and include everyone	Respect the privacy of others	Think of others as you move Use a quiet voice Move safely Be courteous to others	Care for everyone Be polite and courteous Help those in need	Sit quietly and calmly Listen respectfully Respond appropriately Acknowledge the Kombumerri People	T.H.I.N.K. Communicate with people you know	Eat your own food Clean up your rubbish Be allergy aware
WE ACT SAFELY	Be on task Respect other's personal space	Play safely Play by the rules Listen and respond to the bell Play in the correct area Be safe in the sun Use equipment correctly	In, do, flush, wash, out Respect the privacy of others Use a quiet voice	Follow instructions when we move Plan ahead for safety Be in the right place at the right time Be patient and quiet	Move quickly to the right area Follow directions	Enter and leave respectfully Sit quietly Respect other's space	T.H.I.N.K. Use equipment carefully Report damage when it occurs Report inappropriate sites or communication	Be allergy aware Wait for play time to play
A learner at St Kevin's is ...								
Reflective	Motivated	Resilient	Persistent	Confident	Collaborative	Creative		

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

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
- Time built into the first weeks of schools and specific focus, as needed
- Assemblies
- New student orientation, as needed
- Student leaders support younger peers – Peer Mediation Program

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 (see appendix):

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Principal's Awards	Classroom positive behaviour systems – raffles, team points etc.
Terrific at School recognising positive behaviour	Student of the week and similar acknowledgements
You Can Do It – positive behaviour program	
Peer Mediation Program	
Behaviour Matrix displayed in all classrooms and other spaces throughout the school.	
School behaviour expectations prominently displayed in public areas through the school.	

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.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

- Green Zone -Social Skills Club. This type of strategic 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. Green Zone can also provide an alternate environment for students who find the playground to sometimes be overwhelming. The ST:IE or GC has provided and supported this opportunity for students. The frequency with which this support is and can be offered is responsive to needs and time of school year.

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 with associated plan
- Individual Behaviour Support Plan
- 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

Feedforward: Responding to Unproductive Behaviours

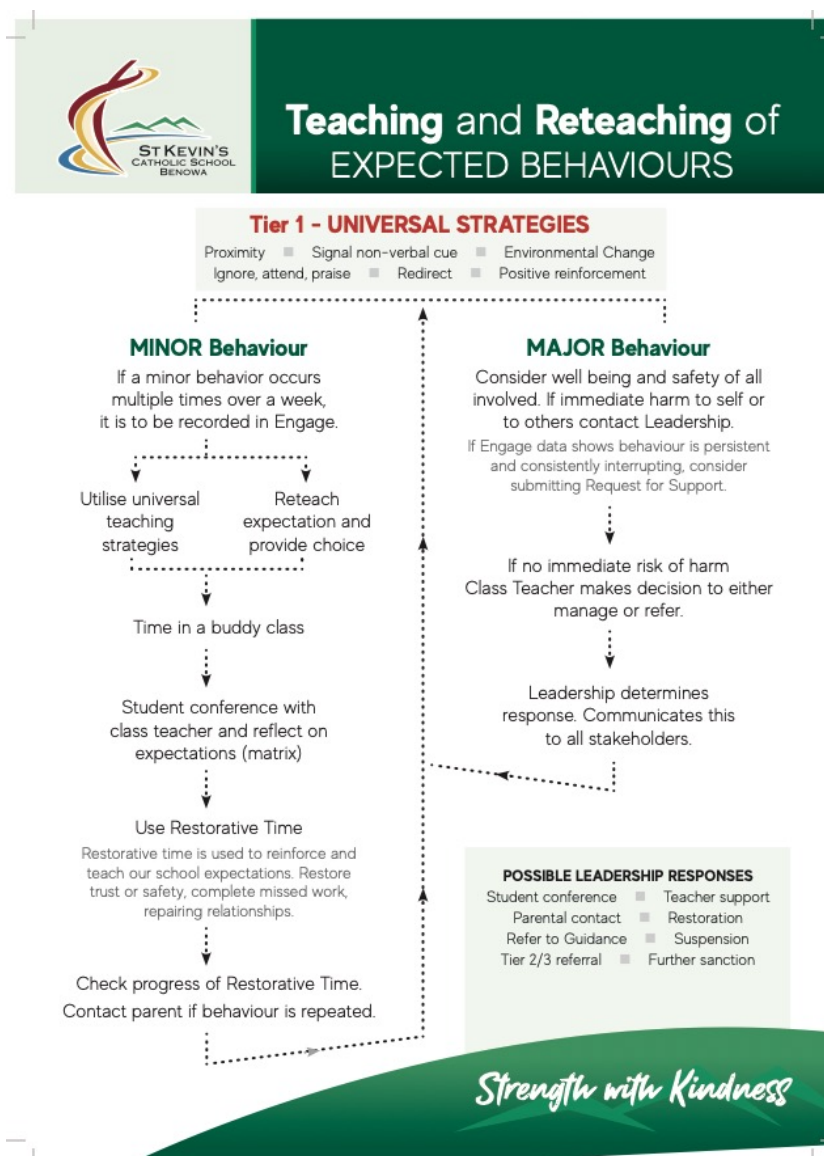
Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation 	<ul style="list-style-type: none"> Student apology Student contributes back to the class or school community Restorative conversation <ul style="list-style-type: none"> Restorative conference



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

BCE Formal Sanctions

- **Detention process** can be implemented when a student's behaviour is deemed an unacceptable risk to be allowed into the playground or in response to unproductive behaviour in the playground or classroom. This time is used for reflection and behaviour teaching.
- **Suspension process** can be implemented when major behaviour/s are of a significant level to warrant time away from usual school routines. This may take the form of in-school or out of school suspensions. Incidents are recorded in Engage, spoken and written notification is provided to families in line with the BCE Suspension Procedure. Students are to attend a re-entry meeting (preferably with parent/carer/s in attendance) before returning to usual school routines.
- **Exclusion** may be implemented when all other avenues of student support have proven ineffective. This would be implemented in consultation with relevant stakeholders within the school and with relevant BCE staff, in line with BCE procedures.

Appeals Process

Sanction	Appeal process
Suspension 1-5 days	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.

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, as reflected in the St Kevin's Policy for Preventing and Responding to Student Bullying, 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 to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Understanding Bullying and Harassment

The school reflects the national definition of bullying in our school policy for *Preventing and Responding to Student Bullying*. This understanding guides our communities shared understanding, identification and responses to alleged instances student bullying.

Teaching about Bullying and Harassment

One of our core expectations for students is *We are people of Respect*. We expect and teach behaviours that develop respectful behaviours and relationships in our students. Teachers have a developing implementation of personal and social capabilities in their teaching of healthy relationships through the school. Part of our teaching is also about resolving conflict in respectful ways and that conflict and disagreement do not necessarily indicate instances of bullying. We also take steps to educate families and parents about what bullying is and isn't, especially as communication between students becomes increasingly accessible outside of school hours.

Responding to Bullying and Harassment

When bullying is suspected or reported:

- a. Incident is investigated by the member of teaching staff who observed an incident, or who an incident is reported to
- b. Appropriate responses implemented by investigating teacher and recorded in *Engage*. If further support is required, incident is referred to Leadership Team or Guidance Counsellor. Details are recorded in *Engage* by member/s of teaching staff
- c. Support for those who have been bullied e.g. support from Guidance Counsellor, Class Teacher
- d. Appropriate responses, consequences and behaviour teaching for student(s) who have bullied others. Appropriate responses may include, teacher/student/parent conference, counselling, restorative practices etc.

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

- **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.

Preventing Bullying and Harassment

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. Give examples.
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.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
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 part of the induction process for new staff, especially for those teaching within the school 1:1 laptop program.
5. Communication with parents: Our school will provide information to parents through newsletters, at assemblies and in personal conversations 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. Opportunities are also presented to engage parents with outside specialist presenters and service providers to increase parents understanding and knowledge and increase students safety online.
6. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection are being implemented in 2023.

Key contacts for students and parents to report bullying

Staff member - Principal – John Downie – 5539 4522

Staff member - Assistant Principal:Administration – Regan Fowler – 5539 4522

Staff member - Assistant Principal:Religious Education – Vannesse Miller – 5539 4522

Cyberbullying

Cyberbullying is treated at St Kevin's 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.

When cyberbullying is suspected or reported:

- e. Incident is investigated by the member of teaching staff who observed an incident, or who an incident is reported to. This may require requesting screen shots from families of alleged instances or checking of school machines in line with school and system appropriate usage policies and procedures.
- f. Appropriate responses implemented by investigating teacher and recorded in *Engage*. If further support is required, incident is referred to Leadership Team or Guidance Counsellor. Details are recorded in *Engage* by member/s of teaching staff
- g. Support for those who have been bullied e.g. support from Guidance Counsellor, Class Teacher
- h. Appropriate responses, consequences and behaviour teaching for student(s) who have bullied others. Appropriate responses may include, teacher/student/parent conference, counselling, restorative practices etc.

Resources

St Kevin's Primary School uses the Australian Curriculum as a framework for anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues are 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. The Zones of Regulation and You Can Do it resources are used by teachers and promoted within school communications (newsletter, social media, email, displays around the school). Inform and Empower is used across the school and is covered each year to promote Cyber Safety. St Kevin's utilises a variety of other programs if an area of support is identified-Friendly Schools, Empowering Girls and School TV.

Our Student Behaviour Support Data

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 school uses behavioural data gathered to develop an overall picture of student behaviour including timing and frequency and other patterns that may assist in developing plans to support individuals and the community as well as allocation of resources in specific and targeted areas. Such information is accessible to all members of Teaching staff.

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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

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

	Descriptor	Definition	Example
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' 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	Students leaves class/school without permission or stays

	Descriptor	Definition	Example
		the reason given is unsatisfactory	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.
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, e-cigarettes, vaping devices, 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, cyber bullying
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

Approver: John Downie	Issue date: 24/02/2023	Next review date: 24/02/2026
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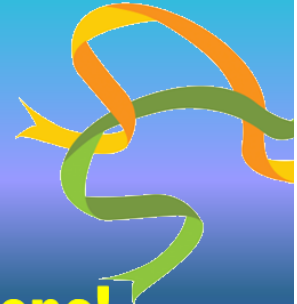
Student of the Week



This certificate is awarded to

Class: _____

Teacher: _____



Congratulations and well done!



Principal: Mr Downie

Assistant Principal: Mrs Fowler

Assistant Principal Religious Education: Mrs Miller

Date: _____



PRINCIPAL'S AWARD

For successfully being

Persistent

at St Kevin's School this week



Mr John Downie
Principal



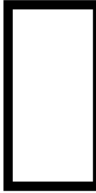
At St Kevin's, we **make Jesus real** through our **actions, words and choices.**

Strength with Kindness

	WE CARE FOR OUR SCHOOL	WE ARE RESPONSIBLE PEOPLE	WE ARE PEOPLE OF RESPECT	WE ACT SAFELY
CLASSROOM	Treat property with care	Be organised and ready for learning	Be honest Listen to others Use kind words Be polite and courteous Take turns	Be on task Respect other's personal space
PLAYGROUND	Care for our environment Be mindful of others	Be calm and patient Take turns Use positive language Share and care	Play fairly Be honest Use safe hands and feet Be considerate of others Welcome and include everyone	Play safely Play by the rules Listen and respond to the ball Play in the correct area Be safe in the sun Use equipment correctly
TOILETS	Be hygienic Use only what we need	Go to the toilet at appropriate times In, do, flush, wash, out	Respect the privacy of others	In, do, flush, wash, out Respect the privacy of others Use a quiet voice
TRANSITIONS	Always stay on the footpaths	Be organised Be calm and patient Listen to and follow instructions	Think of others as you move Use a quiet voice Move safely Be courteous to others	Follow instructions when we move Plan ahead for safety Be in the right place at the right time Be patient and quiet
BEFORE & AFTER SCHOOL	Care for our environment	Arrive and leave school at the correct time	Care for everyone Be polite and courteous Help those in need	Move quickly to the right area Follow directions
GATHERINGS	Think about the needs of others	Fully participate Move quickly to the right areas	Sit quietly and calmly Listen respectfully Respond appropriately Acknowledge the kombumeri People	Enter and leave respectfully Sit quietly Respect other's space
ONLINE	T.H.I.N.K. , before you post - it should be: Trustful Helpful Inspiring Necessary Kind	T.H.I.N.K. Stay on task Share your skills Be organised and ready for learning	T.H.I.N.K. Communicate with people you know	T.H.I.N.K. Use equipment carefully Report damage when it occurs Report inappropriate sites or communication
EATING AREAS	Keep our eating areas clean and tidy	Stay hydrated Make healthy food choices	Eat your own food Clean up your rubbish Be allergy aware	Be allergy aware Wait for play time to play

A Banner at St Kevin's is: **Reflective** **Motivated** **Resilient** **Persistent** **Confident** **Collaborative** **Creative**

_____ in _____ has been
Terrific at School



Student name & class _____

Date _____

Minor Behaviour

- Inappropriate Verbal Language
 - Physical Contact
 - Defiance/Non-Compliance
 - Minor Disruption
 - Technology Violation (Minor)
 - Property Misuse
 - Late
 - Out of Bounds
 - Lying/Cheating
 - Teasing
- Refer to Matrix**
- What expectation was not met from the matrix? (Refer to Matrix)
 - What is the expected behaviour from the matrix? (Highlight/circle on Matrix)
 - Is anything preventing appropriate behaviour?

Responses

- Will this be recorded on Engage?
- Further responses
 - Time in a buddy class
 - Class work completed in student's time
 - Walk with teacher
 - Other appropriate, please describe: