St Benedict's Catholic Primary School

STUDENT Behaviour Support Plan

Handbook Contents

Introduction

Our community of Brisbane Catholic Education (BCE) schools values an inclusive approach to student support. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

This document seeks to provide a clear indication of the requirements of our school's implementation of the Brisbane Catholic Education (BCE) Student Behaviour Support Policy. This Support Plan is reviewed bi-annually and provides a general outline on how we approach a high expectation culture here at St Benedict's.

Acknowledging the above, the St Benedict's Behaviour Support Plan focuses on enhancing a positive school culture to support the promotion of effective learning and development of appropriate student behaviour by establishing:
- Clearly stated expectations of what constitutes appropriate behaviour
- Effective behaviour support strategies
- Processes which recognise, teach, reward and celebrate positive behaviour.
- Processes, rules and sanctions to deal with inappropriate behaviour.

Our Vision, Mission and Values

In 2022 St Benedict's re-imagined it's Vision and Mission documents. This process was extensive, involving consultation staff, parents, and students. This was undertaken to ensure the schools Vision and Mission statement reflects the current context of our community and clearly articulates our desired future of bringing together faith, life and culture.

Vision

Inspired by St Benedict's, we unite to *Walk in God's Ways* as a peaceful, compassionate and hope-filled community of learners who enrich our world.

Mission

At St Benedict's we bring alive our vision to *Walk in God's Ways* through how we live, love, learn and celebrate together to:

- Live with Jesus to help develop balance, peace and wellbeing.
- Foster a positively engaged community of learners.
- Cultivate welcoming and respectful relationships.

Values

- *Peace*: We bring love to life in ourselves and others, by living more with Jesus. Our prayerful intention to the ways God is present in all things calls us to relatively and sustainably care for the world and all resources.
- *Learning*: We work towards continued personal growth and love of learning, recognising our limits without losing hope and accepting our gifts with humility. We listen to scripture and to one another with 'the ear of the heart'.

Community: We adopt habits of mind and behaviour that is life giving and contribute to the good of all, making everyone feel at home and welcome in a community that considers and maintains the wellbeing of all. We come as Guest.

Our School Context

St. Benedict's Catholic Primary School acknowledges the Gubbi Gubbi people as the first owners of the land on which the school is build.

Officially opened in 2008. St Benedict's is located in Mango Hill and caters for students from Prep to Year 6. St Benedict's College was established in 2013, and operates on the same grounds, but with a separate Administration and staff.

St Benedict's is within a very high growth area for population. Initially planned as a three-stream school, high demand for enrolment saw this extend overtime to reach our capacity of four streams in 2022 with current enrolments sitting at approximately 760 students across 28 classes.

Our school has become adept at responding to change. This has never been more evident than in the last two years during the Covid 19 Pandemic. Our teaching demographic is that of a staff that changes constantly, with new teachers joining our community both at the beginning of each new year and a number throughout each year. Our teaching staff predominantly consists of teachers with between 1-15 years teaching experience, with a few with experience beyond this.

We are a distinctive Catholic Community whose unique culture and ethos permeates through our words and actions. We are founded on the charism of St Benedict, whose rule offers the foundation to our work and the voice to our community. The Benedictine charism is brought to life through our daily prayer practices, our whole school observance of PAX time, various ways we enact the religious life of our school and our various aspects of community spirit. St Benedict calls us to 'come as guest' to all interactions and to 'listen with the ear of our heart'.

Our school motto 'Walk in God's Ways' reflects the ideals of St Benedict, and in his footsteps, we are people who:
• Live the gospel values through authentic relationships.
• Love all others as Christ, seeing the good and God in all.
• Learn together through dialogue and active listening.
• Celebrate and cherish all people and everything they bring to our community.

Consultation and Review Process

At St Benedict's we commit to regular review of our school behaviour support processes. We have an established PB4L team consisting of a good cross-section of staff, who meet twice per term to collaboratively review student behavioural data (ENGAGE, regulation records, system and school surveys), behaviour support documentation (school matrix, school behaviour support plan, social skills program/s), and to plan for professional development staff engage with in order to increase their confidence and capability to respond to student behavioural needs.

At St Benedict's we prioritise teaching proactive strategies to nurture the wellbeing of those in our community. We have an established Well-Being team who meet on the first Wednesday of every month. This team works collaboratively to provide opportunities school-wide designed to promote well-being (e.g.: wellbeing check-ins, emotional regulation strategies, community gatherings, communication, etc).

Behaviour support processes are reviewed annually via our 'Health Check' system processes and consultation with our School Board is engaged with as directed by the school leadership team. Staff, student and parent voice is sought as required and used to inform our processes.

Student Behaviour Support Systems

Beliefs and Common Philosophy about Learning & 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 St Benedict's School community believe that:

- Educating children about behavioural choices, using the PB4L framework and BCE Learning and Teaching framework, is more appropriate than simply responding to behaviours both positive and negative.

- Focusing on the importance of celebration ensures we acknowledge exemplary behaviour not only as a reward but also as a means of teaching and guiding others.
- Our processes ensure safety and access to teaching and learning for all.
- At times, individualised further education and/or appropriate consequences are required for students exhibiting behaviour contrary to our school WALK.

At St Benedict's, in keeping with our motto 'Walk in God's Ways', we expect all members of our school community to **WALK** together in our approach to behaviour education and management.
- **W**e Respect
- **A**ct Responsibly
- **L**earn Together
- **K**eep Safe

Systems Approach - Positive Behaviour for Learning (PB4L)

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.
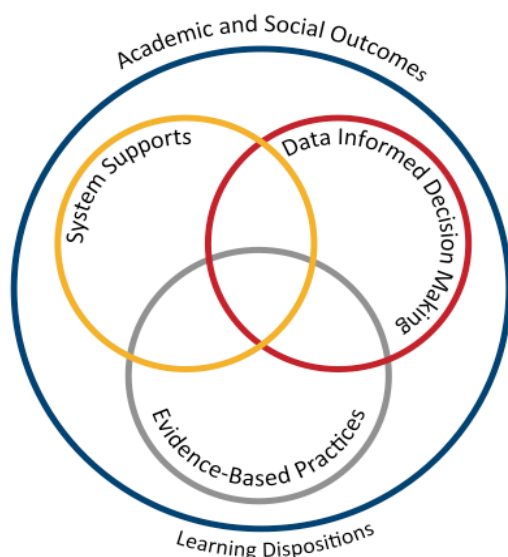

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

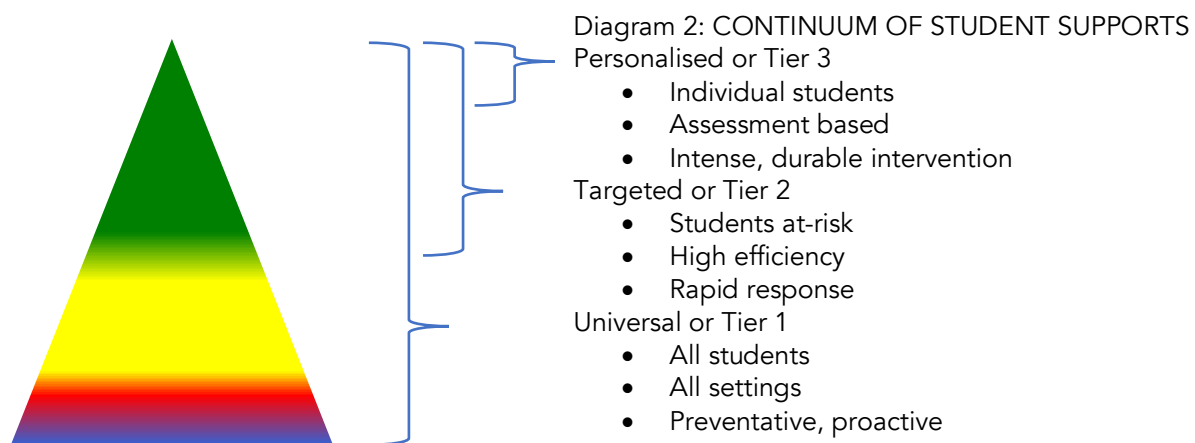### Theoretical and conceptual characteristics:
PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable 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.

Student Behaviour Support Leadership and Professional Learning for School Staff

At St Benedict's, the Assistant Principal: Administration (APA) works in collaboration with the Support Teacher: Engagement and Well Being (ST:EW) to oversee the implementation, management and review of school behaviour processes. Other key support staff (Principal, APRE, APLT, GC, STIEs, Co-Teachers, PB4L team members, key BCE personnel) support the work of the APA and STEW in this area and all take responsibility to support classroom teachers to embed this work into their daily practice.

Our staff have participated in Tier One and Two PB4L training, the '8 Effective Classroom Practices', the establishment of an explicitly taught 'Expected Behaviours Matrix' (Our WALK In God's Ways Matrix) and the development of a consistent process for 'How to Respond to Unproductive Behaviours', just to name a few.

Student Behaviour Support Practices

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. At St Benedict's we strive to 'Walk In God's Ways', therefore our expectations are set out in our **WALK**:

- **W**e Respect
- **A**ct Responsibly
- **L**earn Together
- **K**eep Safe

Our 'WALK in God's Ways' 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.
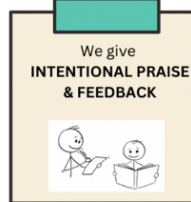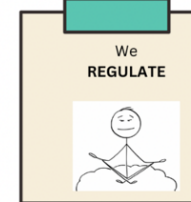
The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. https://v9.australiancurriculum.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.

At St Benedict's, classroom teachers implement five general classroom management strategies to proactively teach productive student behaviour for learning and socialisation.

General Classroom Management: Teacher Managed Behaviour

GENERAL CLASSROOM MANAGEMENT STRATEGIES:

We DIFFERENTIATE the learning	We EXPLICITLY TEACH & PRACTISE the expected behaviour	We give INTENTIONAL PRAISE & FEEDBACK	We ACKNOWLEDGE & REWARD productive behaviour	We REGULATE
We work at getting the academic program correct. We provide differentiated lessons so that the child is neither bored, nor excessively frustrated by the curriculum. We give instructions that are **'fair and reasonable'**. Instructions are not optional. We design and implement lessons that include active participation strategies to foster student engagement and success.	We teach the expected behaviour we want. We practise and role play the expected behaviour repeatedly. We use our WALK matrix to inform the expected behaviours we explicitly teach. We use 'Skillstreaming' and a 'Circle Time' approach to explicitly teach prosocial skills twice per week in P-6.	We give **'intentional feedback'**. We specifically name the expected behaviour and give praise for seeing this. We use statements to highlight the expected behaviour. We say things such as, "At St Benedict's we…. ", "St Benedict's kids are kids who…". We use **'vicarious praise'**. We intentionally give the students working around the student displaying unproductive behaviour intentional feedback and praise. We stay **'low key'** when addressing unproductive behaviours and we give **'high energy'** to intentional feedback and praise. As much as possible, we direct our energy, focus and attention towards the desired behaviour.	We recognise students who follow the St Benedict's way and have students applaud them for their good choices. We give footprints as a whole school system to acknowledge and reward students who make productive behaviour choices. We provide in-class reward systems to acknowledge and reward students who make productive behaviour choices.	We use classroom-based regulation techniques regularly as part of our daily routine. We use student engagement strategies, active participation and effective instructional strategies when learning to reduce cognitive overload. We call a STIE for assistance to regulate when classroom-based regulation has not worked for a student and they require additional assistance to regulate. We use proximity control and physical environmental controls such as seating, table placement, calming corners, etc. to create a peaceful, learning environment. We regulate and manage our own emotions as educators to provide the necessary support required by the student.

In addition, direct teaching may be done using some or a combination of the following:
- Beginning of school year focus day/s
- Pastoral care or buddy opportunities throughout the year
- Time built into the first weeks of schools and increased later in the year
- Morning gatherings
- Class covenants

Establishing Behaviour Expectations:
At St Benedict's Catholic Primary School there are several ways in which staff establish the behaviour expectations of our students, including the following:
- Explicit teaching and consistent follow-up of school rules (Our school WALK) and our 'WALK In God's Ways' Behaviour Matrix.
- Applying appropriate consequences for not meeting behaviour expectations.
- Explaining why a behaviour is expected or a consequence is necessary.
- Empowering students to take responsibility for their actions.
- Being flexible to allow for unforeseen circumstances or children with needs.
- Maintaining effective communication and sharing a common language about behaviour in our school community.
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.

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.

**School Wide Positive Behaviour Supports**
We acknowledge student efforts around 'Doing the WALK' through a deliberate and affirming set of reward systems. There are different forms of affirmation available for teachers and other staff to use when acknowledging the achievements of students in our school, including:

- Praise and encouragement (verbal/non-verbal/written)
- Reward systems (footprints and wristbands)
- Individual class or year level rewards (sticker books, stamps, student- choice activities, etc)
- Whole class rewards (class parties, fun days, game time, etc)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, A.P.A., A.P.R.E., parents, etc)
- Morning Tea with the Principal
- Articles in Newsletter

Footprints
If a teacher observes a student doing the 'WALK' in the classroom or playground, the teacher can give a footprint to the child to acknowledge the positive behaviour choice.

At the weekly Assembly, Footprints are drawn from the Walk Award Box. How the children walked in God's ways is shared. Weekly Walk Award winners are be able to choose a small prize from a prize box after the Student Assembly.
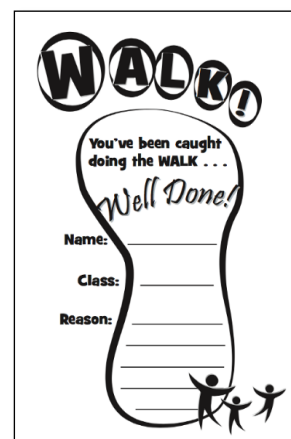
Wristbands

Teachers keep a record of the number of footprints each child in their class has accrued. This is to be done in a visual way that celebrates the positive actions of students. When a child receives a multiple of 10 footprints (10, 20, 30, 40 & 50) the teacher puts the child's name forward to be acknowledged at the next assembly with a coloured wrist band. Coloured wristbands are distributed as so: 10 (red), 20 (blue), 30 (yellow), 40 (green) and 50 (rainbow).

Circle Time

At St Benedict's, our teachers incorporate a pedagogical approach called Circle Time into their daily routine. It is a democratic and creative approach that supports our teachers to work with students in managing issues that affect the whole learning community. Teaching staff, leadership, children, support staff and parents can all be actively involved.

Our teachers facilitate regular Circle Time sessions, carrying out enjoyable and age-appropriate activities. Through Circles, we aim to promote better relationships and support positive behaviour management, in turn improving both learning and the smooth and harmonious culture of St Benedict's. Circles provide a space to not just 'teach' moral values or valuable skills such as speaking, listening, teamwork and problem-solving, but to provide a safe space to be involved enough to experience them. All the games and exercises are designed to build up a sense of class community, build self-esteem and promote positive behaviours.

Principal Morning Tea

Each month teachers are invited to nominate students in their class who have been displaying exemplary learning behaviours. These students are invited to attend a morning tea with the principal and are given a certificate to acknowledge their efforts.

TIER 2 Targeted Supports (for Some)

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 intervention programs involving support and specialist staff. Communication between parents and staff will take place before, during and after additional supports are implemented. Some of these interventions may include the following:

- Social Skills programs Restorative Practices
- Curriculum Adjustments
- Targeted small group meetings
- Specialist Staff involvement
- Social Stories
- Reflection Sheets
- Debriefing sessions
- Individualised Behaviour Interventions
- Tracking and Monitoring

Community Participants who support targeted behaviour support:
- Student
- Classroom Teacher
- ST:IE
- ST:EW
- Leadership Team
- In consultation with:
    - Parents
    - Guidance counsellors

Tier 3 Personalised Supports (for a Few)

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.

Programs and systems focus on meeting individual needs; and the characteristics of individual students and specific circumstances related to them (e.g. differences in the severity of behaviour, complexity of environment) dictate a flexible, focused, personalised approach. While the vast majority of students respond to minimal external intervention, a student's behaviour may require strategies that involve a range of personnel and expertise to support their classroom teacher in achieving success with interventions. Individual supports that require specialised services and alternative pathways of care may include:
- Individual Education Plans
- Individualised Behaviour Interventions & Support Plans
- Parent Interviews
- Functional Behaviour Assessment
- Target environment, teacher and student
- Support from specialist staff (Support Teacher, Guidance Counsellor
- Tracking and Monitoring
- Alternative Programs
- Wrap around with outside agencies and support from BCE can be used to support students with high behavioural needs

Community Participants who support individualised behaviour support:
- Student
- Class Teacher
- Administration
- Case management-allocation of specific roles
- BCE External Staff
- Outside Agencies

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 the Appendix.

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, redirecting to learning and re-teaching behaviours.

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
- Decreased Demands - Time out/ Reset Time - Walk with me - Removed from Situation - Supported Co-regulation and calming strategies - Office Referral - Short Strategic Response 3 School Wide Regulation Practices - Use of non-verbals and body language	- Find another game/ space - WALK expected behaviour retaught/ rehearsed - Verbal reminder/ redirection - Problem-solving Conversation - Teacher student conference - Parent conversation - Role-play and model - Individualised Student Support Plan	- Social Story Developed - Circle Time - Community Service - Restorative Conversation - Apology - Make it right/ Random Act of Kindness

Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Refer to our 'Responding to Unproductive Behaviours' diagram below which includes a summary of practices that may be utilised.

Please note that under no circumstances is corporal punishment condoned at St Benedict's Catholic Primary School. It is strictly prohibited.

Student Regulation

St Benedict's Primary School recognises that regulated students are students who are ready to learn. We proactively provide opportunities for regulation within the classroom. When required, some students, may access opportunities to regulate outside of the classroom. Should additional regulation opportunities be unsuccessful in allowing the student to be engaged and successful in their learning, parents may be contacted to collect their child from school.

Students who are dysregulated are provided 3 x 20-minute opportunities to re-set and re-enter the classroom and engage with learning.

BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across all year levels P – 6 and include:

- Detention ('Time-out')
- Short Strategic Response
- Formal Suspension
- Exclusion

Formal sanctions are imposed when all other reasonable steps to deal with the situation have been taken, unless the situation is serious, immediate or impacts the safety of others. The proposed action aims to address the best interests of the student and the security, safety and learning environment of other members of our school community. Following any segregation, re-entry consultation will occur with the student and parent/s to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks.

In some cases of inappropriate behaviour, it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Forms of 'Time Out', Suspension and Exclusion are options available to the school in these situations. Collaboration amongst school staff, students and parents/carers is an important aspect of student behaviour support in Brisbane Catholic Education schools. All participants should be fully aware of the procedures and of their place in the context of the St Benedict's Primary School Student Behaviour Support plan.
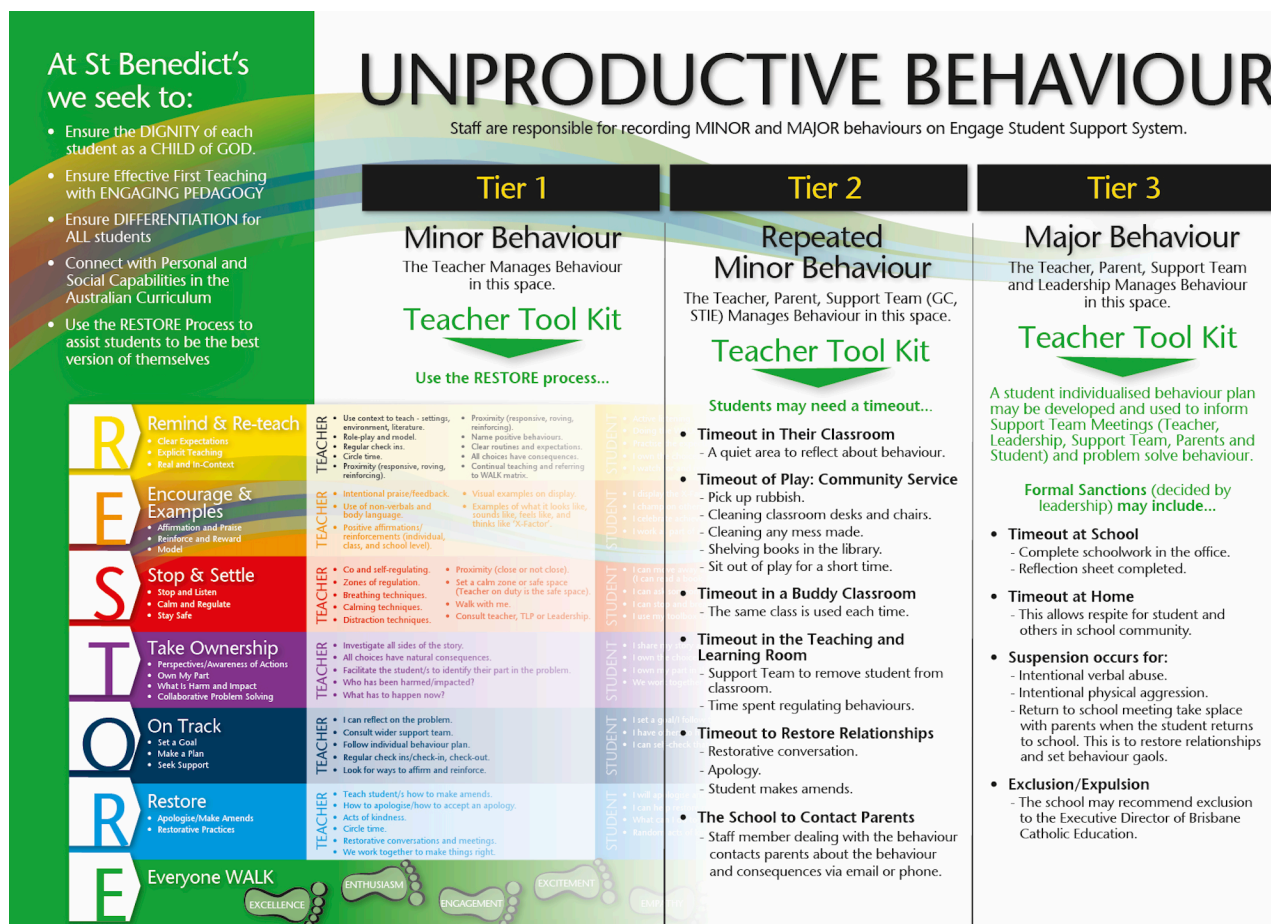
In implementing these procedures, St Benedict's staff ensure that no student is unlawfully discriminated against and that their individual situations, such as age, individual needs, impairments, and the developmental level of the student, are considered. When dealing with a student with an impairment, consideration is given to the requirements of the Disability Discrimination Act 1992, the Education (General Provisions) Act 2006 Qld and the Anti-Discrimination Act 1991 Qld.

How are BCE's formal sanctions used at St Benedict's Catholic Primary School?

St Benedict's uses formal sanctions only after thoughtful consideration. At St Benedict's Catholic Primary School, formal sanctions are typically given for student behaviour that harms others physically or emotionally, damages school property, or disrupts others' learning in ways that cannot easily be managed in the classroom by teaching staff. We do not use the term "detention". Instead, we refer to 'Time out of Class' or 'Time out of Play'. Students who have 'Time Out' may have timeout within their classroom, be sent to another classroom, require the support of a member of our Learning Support Team or a member of the Leadership Team (Principal/APA/APRE/APLT), depending on who is available to supervise the student and the nature of the concern about their behaviour.

Time Out of Class or Play Detention

Detention – (Time Out) is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime or after school. When used, this approach needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. The duration of 'Detention'' of class or play is proportional to the student's behaviour. Generally, the student must also make amends if someone else has been hurt or adversely affected by their actions. Students are supported during a detention to reflect on their behaviour which in turn supports the re-entry process of the student.

Forms of Detention could include:
- Exclusion from the playground for a short time..
- Two minutes with the teacher at the end of the session in the classroom as a response to an office referral.
- Possible time outside of school hours (after school). This would be an agreed action after consultation between the Principal and the parents of the student.

All forms of Detention should be recorded in our Engage Database (Student Behaviour Support System).

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours. During a period of detention, the time should be used to:
- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours

The staff member giving the Detention is responsible for ensuring the student has adequate supervision.

Will parents be contacted if their child has detention and time out of class or play?
Generally, parents are contacted (via email or phone call) if their child has a detention of class or play outside of the classroom time. However, sometimes a student responds to a brief, quiet cooling-off period and staff judge that there is no need to contact a parent (e.g.: 5 minutes 'Time Out' in the classroom to re-settle, or 5 minutes 'Detention' in the playground after not playing in accordance with our WALK expectations).

What if a student has time out of class or play on several occasions (repeated)?
Parents should be made aware of repeated instances of 'Detention' for their child. This usually means that the student requires more individualised behaviour support. The St Benedict's Primary School Teaching and Learning Team (Principal, Assistant Principal, Guidance Counsellor and Support Teacher: Inclusive Education) will work collaboratively with the student's classroom and

specialist teachers to create some individualised support strategies or adjust the strategies that are already in place.

Short Strategic Response

A Short Strategic Response is given to a student when they have had successive office referrals in one day and are finding it challenging to be active participants in their learning during classroom time. They may also be finding it challenging to regulate their emotional and behavioural response. This may also be a result of a behaviour in the playground.

Two actions will be evident as a result of a Short Strategic Response.
1. Phone call to the student's parent and request that they be collected from school for the remainder of the school day.
2. Phone call to the student's parent to explain their child has been asked to remain in the office for the remainder of the day and they will be completing school work from that place.

Regardless of the above action, the student would be expected to return to school the following day and engage in a re-entry process before re-joining their class. Parents and Caregivers are invited to this meeting but it is not mandatory that they attend.

[Suspension](#)

There may be occasions when a student's behaviour is a serious breach of the School Behaviour Support Plan and expectations in harmful ways. When this happens, our St Benedict's staff continue to implement preventative and proactive individual support. However, at times, in keeping with Brisbane Catholic Education standards and policies, we may Suspend a student from school as a formal sanction. Sometimes this is also to ensure others' safety. Parents are expected to support this decision and participate in discussion about the Suspension.

What is Suspension?
Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the responsibility of parents/ caregivers for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a Suspended student to re-join the school community as quickly as possible.

When might a student be Suspended?
A Principal may Suspend a student for:
- persistent non-compliance: a student, who in his/her relationships with staff, is persistently disobedient, insolent or engages in verbal harassment and abuse.
- persistent disruption: a student who persistently disrupts and prevents the learning and teaching of others.
- intentional verbal or physical abuse and aggression: a student who is intentionally verbally abusive or intentionally physically aggressive.
- a serious breach of our St Benedict's WALK Behaviour Expectations.

The decision to Suspend a student at St Benedict's Catholic Primary School is taken very seriously. In most cases it will only be implemented after other behaviour supports have been tried in collaboration with the student's family and sometimes with external professionals who support the student. In some circumstances, the Principal may determine that a student should be Suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, the presence of weapons, or concerning sexualized behaviours (to be reported in accordance with Student Protection Processes).

A student may be Suspended to:
- signal that the student's unproductive behaviour is not acceptable.
- allow a cooling-off period after a major incident and time to seek additional resources (including external specialist support), and develop a plan for the student's safe participation in life at school – particularly when staff or other students have been physically hurt or verbally abused
- provide time to negotiate some goals for the student's return to school collaborate with the student's family to ensure a shared understanding of the behaviour of concern that led to the Suspension, and to plan for the student's successful return to school.

What should a family expect if their child is Suspended?
- The Principal (or Principal's delegate) decides when a student should be Suspended.
- The Principal (or member of the School Leadership Team) will inform the student and parents/caregivers of the grounds on which the decision to Suspend has been made. Often, the parent is asked to come and collect the student from school immediately and we expect parents to cooperate with this request unless circumstances make this impossible.
- Parents/caregivers are notified by either a phone call, invitation to a face-to-face meeting or through an official Suspension letter. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the Suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.
- At times, students may be Suspended part-time, so that a student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time Suspension never spans more than ten school days in total.
- If a student is Suspended, we may provide some schoolwork for the student to complete at home (particularly in cases of non-compliance and/or work refusal). The completion of this work may be a condition of re-entry.
- While a student is Suspended from St Benedict's Catholic Primary School (out-of-school Suspension), families have responsibility for their child. Families need to know that their child may not attend school or school-related functions/activities/sports. Families have a responsibility to provide appropriate supervision.

How does St Benedict's support students after Suspension?
- A re-entry meeting will be conducted on the day of the student's return to school. Both student and parent/caregiver will be involved in this meeting. The Re-Entry Meeting is a key element of the Suspension process, in order to:
  - ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction
  - confirm that authentic reflection and/or commitment to changed behavior has taken place.
  - confirm that any agreed actions as a condition of re-entry have been completed, such as the completion of agreed schoolwork, the engagement of outside specialists/professionals, etc.
  - support the student to engage in restorative conversation or action with the person or people who were harmed by their actions.
- A Support Plan may be developed to describe the actions all parties will take to prevent the behaviour that led to the student being Suspended. This could include reduced task demands, extra support within curriculum areas that are difficult for the student, support during play breaks, check-ins with a trusted staff member, or providing a "safe place" within the school for the student to go. Support Plans are always shared with the student's family, and the family's input into the plan is always requested.
- If required, the school will collaborate with specialist stakeholders such as:
  - BCE staff (i.e. Education Officers for Inclusive Education or Wellbeing), Senior Leader - School Progress and Performance.
  - Other specialists (i.e. Paediatrician, psychiatrist, psychologist, case worker, speech pathologist or occupational therapist).

Engage Student Support System

A Suspension record is completed in the Engage Student Support System Suspension Register for all Suspensions that are a full day or longer. The Engage Student Support System:

- keeps a record of the Suspension and its relevant details
- can help with the production of an official Suspension letter
- can help to notify Guidance Counsellors, Learning Support staff and the Senior Leader as appropriate.

The Principal may ask the Senior Leader, Learning Support staff, Guidance Counsellor or Class Teacher for assistance in the return to school process.

Exclusion

What is Exclusion?

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions at the school they have been excluded from. In extreme circumstances, where all other avenues to support a student to stay at St Benedict's have been exhausted, the Principal may recommend Exclusion. The Principal alone does not have the authority to exclude a student. Because Exclusion is such a serious measure, there is a clear procedure that schools must follow if it is applied, involving their Senior Leader (who is responsible for a cluster of BCE schools), BCE's Head of School Progress and Performance, and the Parish Priest.

When would a student be excluded from St Benedict's Catholic Primary School?

A student would only be excluded from St Benedict's as an absolute last resort, where the frequency and intensity of their unsafe behaviour is so extreme that the risk to the school community is unacceptable and cannot be managed if they remain enrolled here. The school understands that Exclusion has serious long- term consequences for the student and their family. We will do all we can to avoid Exclusion by using a range of behaviour supports and, where appropriate, other educational adjustments, to help the student engage in learning and play safely at school.

How is Exclusion carried out?

1. The Principal notifies the student and the family that the student will be Suspended for ten school days, but that Exclusion from the school is being recommended. The Executive Director of Brisbane Catholic Education makes the final decision about Exclusion of a student. The Principal must give reasons for this recommendation. The student and their family have seven school days to respond.
2. The Principal must give the student's family a copy of all the documentation that relates to the decision to exclude the student (some documents may be altered to protect others' privacy).
3. The Principal requests a meeting with the student's family to outline the process of Exclusion, and communicate the reasons for it in person. The student and their family have the right to have a support person present for all meetings with the Principal and other BCE personnel if Exclusion has been recommended.
4. The Principal must give the student's family information about the implications of Exclusion, their right to appeal, and how to appeal.

If a student is Excluded from St Benedict's Catholic Primary School, can they attend another BCE school?

Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. Parents should understand that if a student enrols in another BCE school, the records that relate to their learning and behaviour will be available to staff at their new school once they transfer. If the student requires significant educational adjustments to support their learning and engagement, their new school may undertake the Enrolment Application Support Process (EASP) with the family.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School 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 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).
- A Bystander is a person who witnesses a bullying incident as an onlooker. At St Benedict's Catholic Primary School, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include:
Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation

- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

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:
At St Benedict's there are many ways in which we provide professional learning & information to our community:
- Staff members will participate in ongoing professional development relating to behaviour education to ensure a proactive approach is adopted and adapted.
- Community awareness to promote our school's programs and response is a priority. This is achieved through parent nights, close home & school communication, school website, newsletters, class correspondence and school assemblies.
- The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. e.g. Social Emotional Program.
- As part of this Student Behaviour Support Plan we clearly outline appropriate responses and steps to inappropriate "in class" behaviours and inappropriate "outside class" behaviours.
- Classroom teachers will discuss and clarify our school's approach with the students in his or her class at the start of each year and at regular intervals throughout the year as a priority.
- Our school curriculum will include the promotion of inclusion, acceptance, tolerance, love and friendship with strong anti-bullying messages and strategies eg: class culture established, identified Religious Life of our School
- School, weekly assembly, special presentations at assembly, assembly prayer and opportunities for students to practise key messages, etc.

2. Teaching about Bullying and Harassment:
- Our school has a positive pro-active approach to support students in making the right choices through our WALK and school motto. This is the consistent language that outlines our expectations supported by this Student Behaviour Support Plan; "WALK" initiatives; 'WALK in God's Ways' expected behaviours matrix; "WALK" posters of behaviour expectations; "WALK" acknowledgements of positive behaviours: footprints, awards and wrist bands etc.
- Classroom expectations explicitly taught, with the inclusion of student voice, and communicated through something like a Class Covenant document.
- All classrooms display a "Be a Hero" poster and as part of the class curriculum students are encouraged to identify their support network people who they can approach if feeling unsafe ~ "hand" to indicate 5 support personnel.
- There is an option of structured play at break times as part of our teacher supervision roster to support learning and social skills.
- Weekly assemblies are utilised to specifically identify behaviours to target or expectations to highlight, to support student education. Recognition of positive actions of students within our school with footprints and wristbands.
- Playground incident reports that respond immediately to inappropriate actions of students.

3. Responding to Bullying and Harassment:
The following actions are part of our process of responding to bullying and harassment:
- *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.

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

Support for the Person Harmed & Person Responsible:

We support the Person Harmed in the following ways:
- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;
- Informing the child's parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

We support the Person Responsible in the following ways:
- Talking immediately with their class teacher, another teacher, or member of Leadership about what has happened and the behaviours the child has been displaying;
- Informing the child's parents;
- Continuing to monitor the child's behaviour and offering appropriate support; and
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

Preventing Bullying and Harassment

At St Benedict's Catholic Primary School, we plan for a safe, supportive and inclusive school to prevent bullying and harassment. For example:

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.

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.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.

- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.

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.

Explicit promotion of social and emotional competencies among students: Utilising the General Capabilities of the Australian Curriculum and Whole school programs to prevent and address bullying such as Be You, Program Achieve, You Can Do It, etc

Key contacts for students and parents to report bullying:

If the issue is unresolved, contact may need to be made with the Leadership Representative for your child's year level:

- Years Prep – 2 = Miss Ellen Locke – elocke@bne.catholic.edu.au
- Year 3 = Mrs Lisa Gallagher – lgallalagher@bne.catholic.edu.au
- Years 4 – 6 = Mrs Jill Jahnke – jjahnke@bne.catholic.edu.au

Cyberbullying

Cyberbullying is treated at St Benedict's Catholic Primary School 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.

St Benedict's has a separate 1:1 Device Agreement that states the responsibilities of students and parents under the heading of our School WALK. The Agreement also articulates our device infringement levels and process for identifying, reporting and investigating infringements.

Further information can be found by accessing this document on the Parent Portal under Documents/Cyber Safety and Tech Tips.

Resources

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.
Other useful resources available to parents/carers and schools:

- Bullying NoWay
- Office of the eSafety Commissioner

Data Informed Decision Making

At St Benedict's Catholic Primary School, the collection of data is used to support our decision-making processes and practices in relation to supporting and restoring positive student behaviours.

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.

Other relevant documentation and resources include:
- Incident Report Observations
- Targeted Observation Record
- Functional Behaviour Assessment
- Specialist Observation Data Collection
- Data achieved through the BCE Engage Student Support is monitored by Leadership (Principal, APA and APRE). Decisions around student behaviour are informed by the trends and patterns in types of behaviour exemplified in the data.

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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.
- BCE Procedure: Detention
- BCE Procedure: Suspension
- BCE Procedure: Exclusion

Appendix

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' and online hate sites/bash boards.

	Descriptor	Definition	Example
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.
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-	The intent is one of a "prank" to disrupt the school day

	Descriptor	Definition	Example
		school site, near school site, and/or pending explosion with the intent to disrupt school	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.
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

Approver: Principal	Issue date: 06.02.2025	Next review date: January 2026