

# St Michael's School



## Whole School Behaviour Support Plan

Approval date: 2022

Review date: 2025

### Purpose

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St Michael's School is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors.

This Whole School Behaviour Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

Its purpose is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

### School Mission and Vision

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At St Michael's, our vision is that, as a Catholic school **community** with **faith** in God and **respect** and **trust** for one another, we strive

for a quality education, making **learning** fun and challenging.

Our school community, through community consultation, identified our five core values, which are inspired by scripture – Faith, Respect, Learning, Trust and Community. These values form the basis for all relationships at St Michael’s. Students are explicitly taught these values and they are at the core of our school expectations.

## **Our School Context**

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St Michael’s School is a co-educational primary school in the Diocese of Cairns. As a small Catholic school of just under 300 students, St Michael’s offers a faith and values based education which focuses on the well-being of each individual child. This focus is achieved through explicit teaching of social emotional learning in a caring and supportive environment. Our school values its community-oriented approach to student wellbeing and family life.

## **Consultation and Review Process**

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St Michael’s developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the St Michael’s Community group, our MTSS-E (Multi-Tiered System of Support - Engagement) committee and coach, as well as the distribution of the draft plan for comment and review.

## **SECTION A: Our Student Behaviour Support Systems**

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### **1. Our Beliefs About Student Behaviour**

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.

At St Michael’s we believe:

- *The model for our behavioural choices are the words, actions and teachings of Jesus Christ.*
- *Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.*
- *There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.*
- *Students are always expected to do the best they can and are expected to take responsibility for their learning and behaviour. The teacher’s role is to teach and facilitate the learning and behaviour.*
- *Respect, safety and learning in our Catholic context, are central to everything we do at St Michael’s.*

- *Students have the right to receive constructive feedback about their behaviour and learning.*
- *Children’s behaviour is a way of communicating a need.*
- *The quality of the student-teacher relationship impacts student behavior.*

## 2. Our Whole-School Approach; a Multi-tiered Systems of Support (MTSS)

### What is Multi-tiered Systems of Support?

MTSS is a framework (Diagram 1) for schools that use a systematic 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.

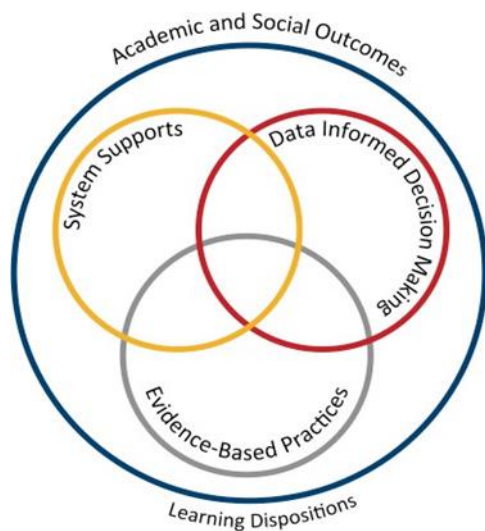
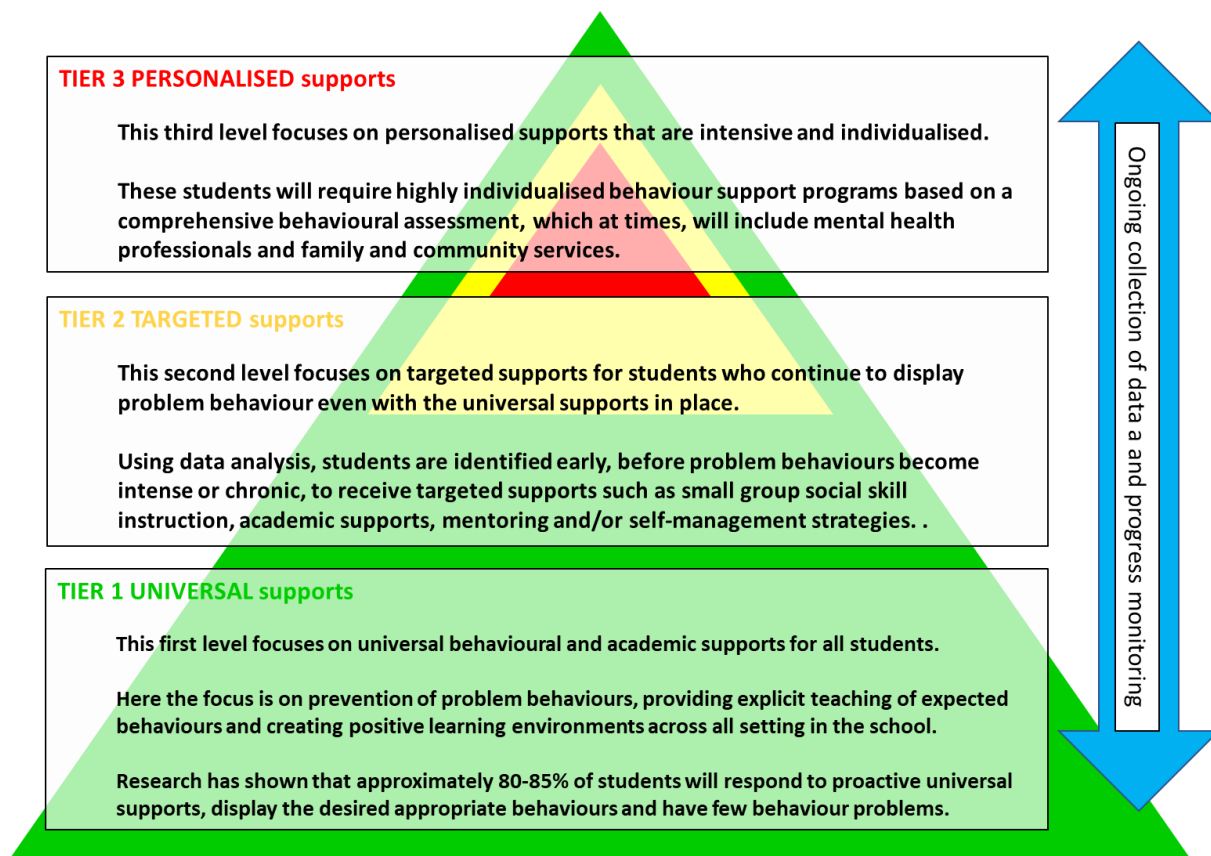


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers’ blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Continuum of Support and Key Features

An important component of MTSS 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.



*Diagram 2: Multi-Tiered Systems of Support (MTSS)*

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

### **3. Student Behaviour Support Leadership & Professional Learning for School Staff**

At St Michael's, our Student Behaviour Support structures are made up of the following:

- MTSS-E team
  - John Hubbard (Leader)
  - Jacquie Jackson (Facilitator)
  - Kelly Evans (Data Profiler)
  - Tara Price (Data Profiler)
  - Helena Faulkner (Recorder)
  - Brianna Hardy (Timekeeper)
  - Cat Roach (Member)
  - Wendy Smith (Member)
  - Dorina Gawley (Member)

### **The MTSS-E team's purpose:**

*Following our St Michael's Way, we promote student engagement while maintaining clarity and consistency of learning behaviours and expectations across all school environments for all in our St Michael's community.*

All teaching and support staff will receive professional learning opportunities throughout the school year, with at least one staff meeting per term, dedicated to developing teacher capacity in the implementation of MTSS-E. The School Officers will participate in at least one professional learning opportunity around student behaviour support per term.

## **SECTION B: Our Student Behaviour Support Practices**

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### **Tier 1: Universal Supports**

#### **1. Clarity: Our Expectations**

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

As a Catholic School founded in the Mercy Tradition, we stand for:

- **Community**
- **Faith**
- **Respect**
- **Trust**
- **Learning**

At St Michael's, we are committed to upholding our core Mercy foundations by establishing and maintaining a workplace and learning environment with three core tenets.

**Safety** - The physical and emotional health and safety of staff, students and visitors is of the highest priority at St Michael's. As a workplace we have a legal obligation to establish and maintain a safe workplace for our staff. As a centre of learning, we are bound by a duty of care to ensure that children at our school are kept safe at all times.

**Learning** - As an educational institution, learning is our core purpose. We strive to provide an environment where all students learn to their full potential. An essential element in students learning to their potential is that they are safe and respected while at school. How students behave towards themselves, staff and other students is central to maintaining a safe, positive and effective learning environment.

Students are expected to assume developmentally appropriate responsibility for their learning.

**Respect** - Respectful relationships are a central element of our Mercy charism. As a Catholic School, we respect all members of our community as people created in the image of God. All members of the St Michael's school community are expected to conduct themselves in a manner demonstrating respect to themselves, staff, students, property, the school community and its reputation, as well as allowing one another to work and learn in a safe environment. Older students are required to model expected behaviour to younger students at all times.

**Responsibility** - As members of the St Michael's School Community we are all responsible for our actions and share a collective responsibility to maintain a safe learning community based on respect.

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

## **2. Focus: Teaching Expected Behaviour**

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. At St Michael's this takes the form of our explicit Social Emotional Learning programme, unpacking of 'The St Michael's Way' and explicit teaching of expected behaviours (see expectations matrix).

## **3. Feedback: Encouraging Productive Behaviours for Learning**

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.

Our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and noncontingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

	PERSONAL/SPIRITUAL	SOCIAL/COMMUNITY	ACADEMIC/LEARNING
Individual	<ul style="list-style-type: none"> <li>Zones of Regulation (Certificate)</li> </ul>	<ul style="list-style-type: none"> <li>Points for individuals that lead to class rewards (expected behaviour)</li> </ul>	<ul style="list-style-type: none"> <li>Learning behaviours rewarded</li> </ul>
Class encouragers	<ul style="list-style-type: none"> <li>'Hands and Face of Jesus' award</li> </ul>	<ul style="list-style-type: none"> <li>Friendology (acknowledgement)</li> <li>Whole class awards (linked to SEL/ classroom culture)</li> </ul>	<ul style="list-style-type: none"> <li>Bump-It-Up Walls</li> <li>Behaviour based whole class awards</li> </ul>
Whole school	<ul style="list-style-type: none"> <li>St Michael's Spirit Award (once per term)</li> <li>End of Year Awards (Year 6)</li> </ul>	<ul style="list-style-type: none"> <li>Playground Guardian awards (to include behaviour)</li> </ul>	<ul style="list-style-type: none"> <li>Reader of the Month</li> <li>Student of the Week</li> <li>ICAS</li> <li>Calanna Awards</li> <li>Spelling Bee</li> <li>Readers Cup</li> </ul>

## Tier 2: Targeted Supports

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

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

The evidence-based targeted supports currently available for students at St Michael's include:

- Social Skills Groups - facilitated by the School Counsellor
  - *This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour.*

- Play Support - facilitated by teachers and school staff

### **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 MTSS-E.

Personalised supports currently on offer at St Michael's include:

- Individual Behaviour Support Plan
- Proactive, Collaborative Problem-Solving process (Dr Ross Greene)
- School Counsellor support services
- Diverse Learning Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

## **4. Feedforward: Responding to Unproductive Behaviours**

Even with our positive approach to teaching and supporting expected behaviours for learning, 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 behaviours they are using appear to meet their needs. When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to student behaviours, we have a system in place that enables staff to respond to minor behaviours efficiently and effectively, to chronic persistent minor behaviours and to major 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.

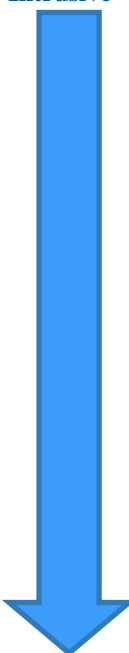
Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that consider:

- consistency
- least intrusive strategy
- specific, yet brief



- quiet, respectful interaction with the student
- refocus class if needed

The positive, support strategies currently in place for responding to unproductive behaviours at St Michael’s can be classified under 4 evidence-based approaches:

<p><b>Least Intrusive</b></p>  <p><b>Most Intrusive</b></p>	<p><b>INDIRECT Instructional strategies</b></p>	<ul style="list-style-type: none"> <li>• Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately</li> <li>• Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour.</li> <li>• Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary.</li> <li>• Cueing with parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving appropriately who is nearby to a student behaving inappropriately. Praise the student after behaviour has been corrected.</li> </ul>
	<p><b>DIRECT Instructional strategies</b></p> <p>Direct strategies are used after indirect strategies have been used</p>	<ul style="list-style-type: none"> <li>• Verbal redirection - this interaction should ideally use the language of the school’s expectations, matching the response to the frequency and severity of the behaviour               <ul style="list-style-type: none"> <li>- Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8)</li> <li>- Questioning to redirect</li> <li>- Rule reminder</li> <li>- Re-teach behavioural expectations.</li> <li>- Provide choice (ESCM 9) (provide statement of two alternatives, the preferred behaviour and a less preferred choice).</li> </ul> </li> <li>• Follow-through (ESCM 10) – supervised time-out in/out of classroom, logical consequence applied (leads to problem-solving and restorative steps outlined below)</li> </ul>
	<p><b>Problem-solving</b></p>	<ul style="list-style-type: none"> <li>• Teacher – student conversation</li> <li>• Work it out together plan</li> <li>• Teacher – student – parent meeting</li> <li>• Teacher – student – leadership conversation</li> </ul>
	<p><b>Restorative</b></p>	<ul style="list-style-type: none"> <li>• Student apology</li> <li>• Restitution / repair</li> <li>• Restorative conversation</li> </ul>
<p><b>De-Escalation</b></p>		<ul style="list-style-type: none"> <li>• Supervised calm time in a safe space in the classroom</li> <li>• Supervised calm time in a safe space outside of the classroom</li> <li>• Set limits</li> </ul>

	<ul style="list-style-type: none"> <li>• Individual IBSP and management of escalated behaviour plan</li> </ul>
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**N.B.** The above table shows examples of the ways in which we respond and are not designed as a list of prescribed approaches to unproductive behaviours. The responses may include examples from one or all domains.

## 5. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances (as outlined on page 2 above).

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

## 6. Bullying and Cyberbullying – Information, Prevention, and School/ College Responses

The purpose of this section of our Whole School 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.

### Definition

Bullying/Harassment is a Major behaviour.

**Bullying is** a systematic and repeated abuse of power (Rigby 2010).

Bullying is intentional and there is an imbalance of power. Bullying occurs when someone repeatedly gains power over another person by hurting or harming that person.

Bullying is the repeated use of any of the following forms of oppression:

- 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, ridicule, humiliation, intimidation that could cause emotional harm
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, social media interactions.

<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

### **Bullying is not:**

In keeping with the above definition, “one off” incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying.

Some examples of situations that are not bullying are:

- A conflict between two students where there is an equal balance of power and both students want to find a solution to the conflict.
- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).
- Talking to a teacher or parents about something that someone has done.
- A random act of hurt or harm against another without provocation.
- A random act of destroying property.
- Leaving someone out of an activity once because of different interests or skills.
- Standing up for others and reporting bullying behaviours
- Accidents are not bullying as there is no intention to hurt or harm.

### **Policy**

At St Michael’s School, every child has the right to personal safety, and to live and learn in a safe and happy environment. This is a core tenet which underpins our Whole School Behaviour Support Plan. Bullying is a breach of the respect and safety of an individual. Bullying is a serious matter and is not an acceptable practice within St Michael’s School. This applies to **all members of the school community**, not just children. In accordance with the Parent Code of Conduct it is unreasonable for members of the school community to make judgements as to whether bullying has or has not occurred. It is the responsibility of the school to determine if bullying has taken place.

### **Implementation of Policy**

St Michael’s has a four-phased approach to bullying that involves prevention, early intervention, intervention and consequences. It is believed that by focusing efforts on the first two phases there should be reduced risk of having major issues of bullying resulting in intervention and consequences in the school.

## 1. Primary Prevention

- Model service, dignity and compassion to empower all through the St Michael's Way by embracing tolerance and understanding of difference in living the gospel of Jesus.
- Children will be regularly exposed to education activities to reinforce positive social behaviours. This will be achieved through the teaching of the Personal and Social Capabilities across content areas and in school-wide explicit teaching of behaviour. In addition, St Michael's school will provide programs that explicitly teach resilience, life and social skills, responsible reporting, accountability, conflict resolution and problem solving.
- Professional development of staff relating to bullying, harassment and the strategies to counteract them in alignment with Cairns Catholic Education's Employee Code of Conduct.
- The St Michael's Buddy program.
- Each classroom teacher is to teach about bullying in alignment with the Bullying No Way! National Day of Action against Bullying and Violence programme.
- Annual school-wide promotion and participation in Bullying No Way! National Day of Action against Bullying and Violence.
- Communication to parents and carers around what Bullying is and what it is not by the school Leadership Team.
- Parent information sessions about parenting in the digital age.
- School-wide communications to establish a common language for all around our WALK with God to engage in Expected Behaviours using our matrix to promote St Michael's Catholic identity and to provide consistency.
- [www.acara.edu.au](http://www.acara.edu.au).

## 2. Early Intervention

- Encourage children to report incidents involving themselves or others.
- All teachers on a regular basis remind children to report incidents and emphasise that reporting is not 'dobbing' but is known as 'responsible reporting'.
- Parents are encouraged to contact the class teacher if they become aware of a problem.
- Recognition and rewards for expected behaviours as outlined in responding to *productive and unproductive behaviours*.

### 3. Intervention

- Incidences of bullying are recorded on the school incident register (ENGAGE). The register is regularly monitored and tracked for any patterns.
- Once identified, the children involved in bullying incidents and witnesses are spoken with and all allegations of bullying are fully investigated and documented.
- All parties involved are offered support in line with our faith and community policies.
- If bullying is identified, parents of all children involved are contacted to discuss the incidents and action of support.
- Action taken is consistent with ***St Michael's Whole School Behaviour Support Plan***.
- Individual Behaviour Learning Plans may be developed in consultation with the Diverse Learners Team (DLT) according to the Cairns Catholic Education's Student Bullying: Prevention and Responses in Schools Policy.
- Referral to the school's Counsellor may be considered on a case-by-case basis.

### 4. Consequences

**In considering consequences to be applied, the school is obliged to adhere to relevant Work Health and Safety legislation.**

The consequences for bullying will depend on the severity of the incident but can range from:

- Exclusion from class.
- Exclusion from the playground for short periods.
- Internal suspension - exclusion from the class for an extended period in discussion with parents.
- External suspension.
- Participation in a restorative conversation with parents, on re-entry.
- Counselling from appropriate agencies for individuals involved in bullying, on a case-by-case basis.
- Ongoing monitoring and social skills for children demonstrating bullying behaviour.

### Procedures

St Michael's School and its students, staff and parents want all to feel safe within the school. However, it is important to acknowledge that dealing with bullying is difficult as many of the behaviours are not readily observed with much taking place 'out of sight' away from the attention of teachers or adults. One critical factor in the

treatment of bullying is having disclosure from the students to an appropriate person. Knowledge is the key to addressing bullying in a school and we encourage students to be the primary reporter and parents to alert the school to any incident.

Our emphasis is on the emotional well-being of the person being bullied and the protagonist. Our aim as a school is to develop the scaffold for the students involved in the experience to break the cycle of bullying. This is in alignment with the Social and Personal Development guidelines in the Australian Curriculum.

**This requires staff to:**

- Provide children with clear procedures in the event of bullying – validate the concern, recognise the student’s grievance and provide direction for closure.
- Be vigilant at all times and observant of signs of distress and suspected incidents of bullying.
- Be positive role models.
- Make efforts to reduce opportunities for bullying through active supervision at all times.
- Continue to educate children about prevention of bullying through ‘Say No to Bullying’ National Day of Action against Bullying and Violence.
- Take appropriate action by reporting suspected incidents to appropriate staff members, firstly the Class Teacher, then if need be the APRE or the Principal.
- Proactively teach students about the benefits of positive online interactions, how to identify and respond to unproductive online behaviours. This would be achieved through direct teaching, schoolwide programs e.g. Friendology, whole school promotions and year level initiatives.
- Respond to parents if they report an incidence of suspected bullying relayed by their child.
- Inform parents if their child has been involved in a bullying incident and continue to liaise.

Signs and symptoms for staff to look out for:

- is frightened of walking to or from school
- doesn’t want to go on the bus to or from school
- changes in their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens to run away / suicide
- has nightmares
- feels ill in the morning or claims to feel ill
- begins to do poorly in school work
- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings
- is nervous or jumpy when a cyber message or text message is received.

### **This requires children to:**

- Put in place strategies from 'Say No to Bullying' such as 'High 5 – Problem Solving Strategy' - this includes: Ignore, Talk Friendly, Walk Away, Talk Firmly, Report, "Mean on purpose" (intentional behaviour).
- Understand that to spectate or witness bullying and not do anything is to condone it (bystanders).
- If children are directly involved or present when bullying occurs, they should:
  1. take some form of preventative action
  2. not condone, encourage or be a bystander to bullying
  3. report the incident or suspected incident to a teacher or parents

### **The school requests that parents:**

- Provide positive role models for their child around the issue of bullying.
- Watch for signs that their child may be being bullied.
- Take an active interest in their child's whereabouts after school and their child's friends and acquaintances.
- Discuss incidents their child – acknowledge the concern, validate the grievance and provide direction for closure.
- Reassure their child without amplifying the incident.
- Inform their child's class teacher if bullying is suspected, if the child is reluctant to do so.
- Encourage their child to 'tell' their teacher if they are being bullied.
- Discourage their child from retaliating.
- Be willing to attend meetings with staff at the school if their child is involved in a bullying incident.
- Accept that there are many factors at play in a school setting and that the school is there to help all students learn from such incidents.
- Support the school's response to bullying outlined in the Whole School Behaviour Support Plan.
- Model and Encourage the safe use of digital devices.

### **For further information about bullying at schools visit:**

- ❖ Personal and Social Development Program (Australian National Curriculum)
- ❖ National Centre Against Bullying: [www.ncab.org.au](http://www.ncab.org.au)
- ❖ Bullying No Way! [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)
- ❖ eSmart <https://www.esmart.org.au/>

## **SECTION C: Our Student Behaviour Support Data**

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### **Data Informed Decision Making**

The CES Engage Student Support System is the database all CES 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.

The school's behavioural data, together with other data sources, are used to make informed decisions around support for students, targeted intervention and whole school responses.





## Relevant Cairns Catholic Education Policies

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy

## Relevant Legislation that informs CCE Policies

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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## Appendix A – Our commitments and expectations

*Aligned with our commitment to teaching students how to be safe, respectful and responsible learners, the table below explains how we apply the same standards to ourselves, and our expectations of parents visiting our school, talking with their children about school, or supporting the successful engagement of their child with their educational program.*

	What you can expect from us	What we expect of you
Be safe	We will create a safe, supportive and inclusive environment for every student.	You ensure your child interacts with and participates in their scheduled educational program (online / telephone / face to face) and notify the school promptly of any absences or changes in contact details.
	We will maintain confidentiality about information relating to your child and family	You respect the obligation of staff to maintain student and family privacy.
	We will act quickly to address social media issues that affect staff, students or families	You respect school, student and staff privacy in your online communications.
	We will work to quickly address any complaints or concerns about the behaviour of staff, students or other parents.	You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.
Be respectful	We will ensure positive behaviours are modelled, and will be clear about our learning and behavioural expectations, including providing regular feedback about your child's progress.	We will ensure positive behaviours are role modelled, and will be clear about our learning and behavioural expectations, including providing regular feedback about your child's progress.
	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.	You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.

Be a Learner	We will welcome you as partners in the learning process	You work collaboratively with us to ensure quality outcomes for our students.
	We will share relevant information with you about your child's learning, and their social and behavioural progress at school.	To share relevant information about your child's learning, social and behavioural needs with school staff.
	We will provide a suitable learning environment for students.	You support the school expectations around being a responsible learner and what positive behaviours for learning look like at school.
Be responsible	We will take responsibility for our actions both individually as a staff and individually as members of St Michael's School.	You encourage your child/ren to talk about their learning, and to take responsibility for their behaviour.
	We will encourage students to take responsibility for their learning and their behaviour so that everyone is able to participate in the learning to the best of their ability.	You work collaboratively with us to ensure that your child/ren understand/s the expected behaviour at school (see the Matrix).

## **Appendix B - Behaviour Definitions**

<b>MINOR BEHAVIOURS</b>			
	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language	Calling someone an “idiot”, swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	Disrespect/ Non- compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying “No”, “Not going to do it”, “I don’t want to do that”
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to peers in class
<b>5</b>	Uniform Violation – Minor	Students wears clothing that is near but not within the school’s dress code	Wrong socks, wrong shorts for sport
<b>6</b>	Technology Violation – Minor	Student engages in non- serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school’s policy
<b>7</b>	Property Misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student

<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	Incomplete Tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

<b>MAJOR BEHAVIOURS</b>			
	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
<b>2</b>	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress, coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching



3	Bullying/ Harassment	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>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.</p> <p>Can also include 'flaming' and online hate sites/bash boards</p>
4	Defiance/ Non- compliance	Failure or refusal to comply or obey directions, a resistance to authority	<p>Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff,</p> <p>ignoring/walking away from staff, running away</p>

<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
<b>6</b>	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property

<b>10</b>	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>13</b>	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>14</b>	Combustibles Use or Possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid

<b>1 5</b>	Bomb Threat/ False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>1 6</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
<b>1 7</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
<b>1 8</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time