Whole School Behaviour Support Plan

St Gerard Majella

EFFECTIVE DATE: **2025**

FULL REVIEW DATE: **2027**

Purpose

St Gerard Majella is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors. This school plan describes the staff responsibilities and processes we use to promote an effective and evidence-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 able to fully participate and experience success. `

School Mission and Vision

St Gerard Majella School will be a place where relationships with God and within community will be fostered. An education will be offered to develop the whole child – spiritually, academically, socially, culturally and physically. All students will be challenged to develop and achieve their potential. Parents will be involved and share in policy making.

The SGM Way is lived out through our values of **Faith, Justice, Inclusion, Compassion** and **Respect** as defined by the life example given to us by Jesus Christ.

Faith – Romans 15:13
"May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope by the power of the Holy Spirit"

Justice – Micah 6:8
"And what does the Lord require of you? To live justly, to love tenderly and to walk humbly with your God"

Inclusion – Galatians 3:28
"You are all one in Christ Jesus"

Compassion – Ephesians 4:32
"Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you"

Respect – Genesis 1:26-27
"We are all made in the image and likeness of God"

Consultation and Review Process

St Gerard Majella developed this plan in consultation with the school community. Consultation occurred through staff meetings and the distribution of the draft plan for review and comment.

SECTION A: Our Student Behaviour Support Systems

Our Beliefs About Student Behaviour

Our beliefs about teaching and learning socially at school, student behaviour support, and responding to students to meet their needs unify us and direct our actions.

At St Gerard Majella School, we believe:

1. Behaviour is a learning process where positive behaviours are taught.

2. There must be a safe, supportive and warm environment where staff and students develop positive relationships.

3. Students are always supported to do the best they can.

Our Whole-School Approach: a Multi-tiered System of Support and Engagement (MTSS-E)

What are Multi-Tiered Systems of Support?

MTSS-E is a framework (Diagram 1) for schools that use a systematic approach to positive behaviour support 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 the explicit teaching of behaviours that assist students in accessing 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 Behaviour Interventions and Supports, 2004, Eugene OR: Lewis

Continuum of Support and Key Features

An important component of MTSS-E is adopting the continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behaviour interventions and supports to succeed at school. Within the continuum, there are three levels of support.

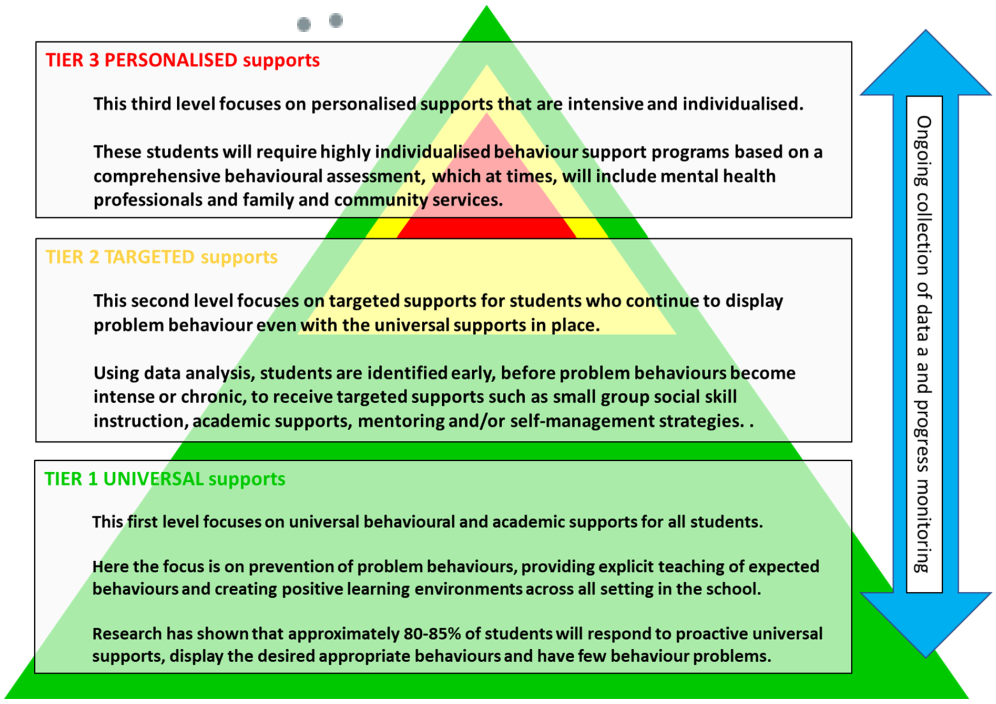


Diagram 2: Multi-Tiered Systems of Support (MTSS)

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 behaviour expectations to increase the likelihood of maintenance and generalisation to another context.

Student Behaviour Support Team & Professional Learning for School Staff

At St Gerard Majella in 2022/2023, we had an initial MTSS-E focus group with members from leadership, teaching staff and school officers. This group has been involved with the pilot program through CEDC to develop their professional understanding of MTSS-E.

The diversity and leadership teams will be integral in continuing the MTSS-E journey.

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

Clarity: Our Values and Expected Behaviours

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

Our school behaviour matrix is a visual tool that outlines the behaviours we expect of all staff and students in our school community.

See Appendix A for the SGM Behaviour Matrix - SHINE.

Teaching Expected Behaviour

Our school behaviour matrix is a visual tool that we aim to refer students to consistently.

Effective behaviour instruction requires practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long. Teachers will establish whole school expectations in the first two weeks of each school year using the explicit lessons provided within the SGM Way resources.

See Appendix B for SGM Way resources.

Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating expected behaviours.

The acknowledgement strategies in place for our school and classroom may include:

Whole school practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Assembly awards GEM awards (see guidelines below) ESCM, HIES, HITS, HIWS Positive feedback from staff and others	Ticket in a weekly draw within class Points system for class reward Annual Awards (CEW, Feast day, End of year)

These guidelines have been developed to ensure consistency in our approach to a whole school reward system.

The goal of SGM Gem awards is to motivate students to show our values through positive behaviour choices.

Based on our behaviour matrix - Gem awards can be given to students when they are seen to **consistently** exhibit positive behaviours.

Staff are welcome to share rewards with any student around the school.
An example may be that you have seen a student being inclusive in our outdoor spaces.
Please be mindful of students who want to be ‘caught in the act’ of doing the right thing just to get a Gem award.



The student will then be able to write their name on the back of their award / ticket and then place in the barrel to win a prize drawn at assembly.
When the prize is drawn, the student can take their award home to share with their family.
The school actively monitors and records student achievements (Google Drive for SoW and Annual awards). Administration staff will add major awards to eMinerva.

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 behaviour that interferes with instruction and hinders 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 target supports have systems in place to monitor students' progress, make modifications, and gradually decrease support as student behaviour and engagement improve.

The evidence-based targeted supports currently available for identified students across the school include:.

Literacy	Numeracy	Social/Emotional
Classroom Teacher and Diversity Teacher (eg. UFLI and Multisensory Structured Language Approach to intervention) EAL/D Teacher and School Officer (eg. Language Lift)	Classroom Teacher, Diversity Teacher and School Officers (eg. Trust the Count (P-3), Place Value (3-4) and Multiplicative Thinking (5-6))	School Counsellor and Student Welfare Worker (eg Talkabout program, Seasons for Growth, Zones of Regulation, We Thinkers) Diversity Teacher (eg. Superflex, We Thinkers)

Tier 3: Personalised Supports

Successful outcomes for students whose behaviour has not responded to universal or targeted supports depend 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 the school include:

- The school advocates unconditional positive regard for all students and views behaviour as a communication tool.
- Personalised supports are managed with the Diversity and Wellbeing team (Leader of Diversity, Diversity Teachers and School Counsellor)
- Individual support plans are collaboratively created (e.g. Personalised Learning Snapshots, Personalised Learning Plans, Individualised Curriculum Plans, Highly Individualised Curriculum Plans, Safety Plans, Individual Behaviour Support Plans).
- Care Team meetings are scheduled as required with relevant stakeholders included.

Responding to Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, student behaviour will still occur. Some students do not know how to perform the expected behaviour or don't know it well enough to routinely use it at the appropriate times.

When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, sustains and repairs relationships with students. When responding to problem behaviours, we have a Behaviour Response Continuum that enables staff to respond efficiently and effectively to minor and major behaviours. Corrective Strategies in place for responding to problem behaviours at our school are outlined in our Behaviour Response Continuum (Thermometer in SGM way resources)

Minor and Major behaviours are outlined in Appendix D

Disciplinary Consequences / Sanctions

Major behaviours or behaviours that have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will consider the student's circumstances in alignment with relevant CEDC Policy and Procedure. Grievances – consult Grievance policy.

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

SGM Reset Procedure (Buddy class) Appendix F
SGM Detention Procedure (Reflection room) Appendix G
SGM Suspension Procedure Appendix H
SGM Exclusion Procedure Appendix I

Bullying and Cyberbullying – Information, Prevention, and School Responses

Bullying and cyberbullying are behaviours that are referenced within our behaviour response continuum. The definition of bullying/harassment is found under major behaviours. Listed below are the bullying prevention and cyberbullying pro-active and preventative strategies. These include whole school, class, and individual supports and professional learning opportunities for staff.

Our proactive strategies to prevent bullying include;

- The SGM Way which teaches students expected behaviors and how to identify and manage conflict;
- The Resilience Project (TRP) which teaches students about gratitude, empathy, mindfulness and emotional literacy which are all skills useful to prevent bullying;
- we engage with local and national events such as Bullying NO Way day to have explicit conversations to raise awareness and educate students about bullying,
- and our Technology lessons cover cyber safety.

Staff build strong relationships with students and have measures in place to check in and allow students to reach out if they need support in this area.

Refer to Student Bullying: Prevention and Response Policy and the Student Bullying Prevention and Responses in Schools Guidelines.

Student Safety

The safety and well-being of all students are at the forefront of any decision-making. Where necessary, our school will implement strategies to ensure the school community's safety and well-being. Strategies include:

- Access to school counselling
- Pastoral support
- Risk assessment and safety planning

SECTION C: Our Student Behaviour Support Data

Data-Informed Decision Making

The CEDC Engage Student Support System is the database all CEDC schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has the capacity to record minor and major behavioural incidents and responses so that schools can make data-informed decisions about student support. It also has the capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data. St Gerard Majella School staff use school data to make informed decisions during Leadership and Diversity Team meetings.

Relevant Cairns Catholic Education Diocese of Cairns (CEDC) Policies

- CEDC 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 CEDC 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)

Appendix A- SGM Behaviour Matrix

S	Show Fransican Spirit	
H	Help and Respect	
I	Invest in Learning	
N	Never Give Up	
E	Ensure Safety	

Appendix B - SGM Way Resource

Citizenship Scope and Sequence

Element	Content to Teach
Wellbeing Procedures	**Bump-up Wall** • Everyone starts in Neutral Zone each day. • Follow class and school rules then the teacher may bump a student up into the Blue Zone for being a SAFE RESPECTFUL LEARNER. (may get a class reward for being bumped up). • Do not follow class and school rules, then the teacher will bump the student down into the Maroon Zone for not being a SAFE, RESPECTFUL LEARNER. • Name recorded in the school ENGAGE behaviour records for not being a SAFE RESPECTFUL LEARNER. • IF bumped down into the Maroon Zone, the student may attend the Reflection Room and get a note sent home (See Wellbeing Thermometer). **School Award System** **GEM Awards -** The goal of SGM Gem awards is to motivate students to show the SGM values through positive behaviour choices. Based on the SGM behaviour matrix - students can earn Gem awards when they are seen to **consistently** exhibit positive behaviours. Staff are welcome to share rewards with any student around the school. Students then write their name on the back of their award / ticket and place it in the barrel to win a prize drawn at assembly. When the prize is drawn, students can take their award home to share with their family. **Student of the Week -** Class teachers will choose 1 or 2 students each fortnight to receive a Student of the Week Award based on one of the 5 x values or learning/behaviour.
Uniform	**Uniform** • Take pride & value in uniform. • Ensure it is kept neat & tidy. • Ensure full school uniform every day. • Refer to the Uniform Policy for up-to-date uniform expectations. • Show students Uniform Slip and discuss process.
Equipment (Preparation & Organisation)	**School Equipment** • Students must come to school every day with the correct equipment to learn or play. • Respect & care must be shown for all equipment. • Teachers to ensure alll equipment is clearly labelled. • Students must replace equipment when needed without disturbing learning. • Desks must be free from clutter (e.g. large pencil cases, bottles, hats, etc.) and neatly organised to optimise learning. • Drink bottles are to be kept away from desks and water is only to be consumed during transition periods.

Road Safety	**Road Safety** • Students must wait at the Stop, Drop and Go area to be collected by parents. • There is no playing after school. Students are to sit and wait to be called. • Students should not be waiting at St Mary's teepee, the Hangar, up on the hill or the Raintree. • Students must use the crossing to cross Anderson Rd.

Element	Content to Teach
Attendance & Arrival	**Attendance Requirements** • All students are expected to be at school on time daily, ready to learn. • School begins at 8.35 am; A warning bell rings at 8.30 am. • Students are expected at school before the bell rings. • Learning begins at 8.35 am. **Partial Attendance (Late arrival & early finish)** • Arrival at school after the bell requires a late slip from the office. • Parents must sign students in. • The late slip must be given to the class teacher. **Absences** • All absences must be explained by either a written, electronic or verbal explanation. • When attendance falls below 85%, parents/carers are contacted. **Arrival to Class** • It is the student's responsibility to return to class promptly after lunch, afternoon tea, toilet breaks and bin duty. • Failure to return to class promptly will result in students having their names moved down on the bump-up wall.
National Anthem, School Song & School Prayer	**National Anthem** See file. **School Song** See file. **School Prayer** See file. **Class Prayer Practices** All classes must engage in regular, daily class prayer ie. beginning of day, before meals, Christian Meditation, and at the end of the day.

Hand-arm/cm Voice	**0cm / no voice** ● No sound. **10cm / hand voice** ● Only should be heard by a partner. **30cm / arm voice** ● Only should be heard by the group. **1m / table voice** ● Can be heard anywhere in the classroom. **Playground voice** ● Can be heard outside.
Traffic Light System	**Stop (red)** ● Only approach the teacher if the problem is serious. **Act (orange)** ● Can the problem be solved by asking a peer or other adult in the room? **Think (green)** ● Can you solve the problem on your own?
Addressing Adults & Waiting to Speak	**Knowing when someone is listening** ● Address someone & wait for an acknowledgement before speaking. ● Say 'Miss/Ms/Mr ____' and wait: ● Until they stop what they are doing and look at you, or ● They reply 'yes.' ● Don't interrupt, they will let you know when it is your turn to speak.

Element	Content to Teach
Moving around the school (lining up, enter/exit room, toilet, office, hall, library, out of bounds)	**Walking in lines** ● Walk in two straight lines. ● Remain silent. ● Watch the person in front for pace & space. ● Teacher must remain beside or behind lines for WHS & supervision. **Lining Up** ● Two even lines. ● Remain silent. ● Look towards the teacher. ● Listen and wait for teacher's instructions. **Entering the classroom** ● Listen for teacher instructions.

	● Walk in silently & sensibly, minding personal space. ● Sit in expected location, remain silent & wait for instructions. ● Implement practices of *Threshold, Strong Start*, and *Do Now*. ● The roll will marked as students work on the *Do Now* activity. **Going to the toilet** ● Appropriate times are before school, lunchtime and afternoon tea. ● Class time is for learning, not going to the toilet. ● Make it a habit to go at appropriate times. ● The toilet areas and outside the toilets are not for playing. ● Always wash your hands straight after going to the toilet. Discuss reasons for hand washing. **Going to the office** ● Take notes before school. ● Never go to the office during class time unless given permission by a teacher. ● If you are injured or sick during playtime/lunch, you must have a yellow slip from a staff member on duty. **When arriving at the office** ● Stand close to the desk ● Say good morning or good afternoon to show you are waiting ● Wait for the office staff to speak to you ● Remember to say please and thank you **Out-of-Bounds** ● Stay in the appropriate areas ● Teachers may give you permission to go out of bounds. ● Students to ensure teacher on duty is aware they are seeking to make a time with the counselor **Appropriate Play** ● Hats, money & objects (e.g. sports equipment) must be taken to the playground at the beginning of the break. Returning to the bag area is not allowed during breaks. ● Running can happen on the oval (grassed area) & basketball/netball court. ● The concrete areas are for games that do not involve running or large sport balls. ● Students are responsible for using their sport equipment safely & appropriately. **Going back to class after a break** ● The first bell is a reminder to end play/game, go to the toilet, wash hands and go directly to class. ● All objects should be carried and not played with when returning to class. ● All students should be lined up and ready for class by the second bell. **Tuckshop** ● All orders must be via Flexi-schools or Paper Bag orders ● Lunch orders are to be handed in before school. ● If students are to receive ice-blocks etc, a stamp will be added on your tuckshop bag ● Student must ask permission to go to the Tuckshop during eating time

	• Line up and wait to be served. Stay behind the yellow line until turn. • Ask politely, e.g. may I have… • Smile & say thank you.

Element	Content to Teach
Bookwork Standards	**Writing tools** • HB pencil to be used Prep - Year 4. • Pens to be used in Year 5 and Year 6 following a licence based on handwriting. • Blue - writing • Red - margin & marking • HB pencil to be used in all mathematics books **Not to be used in student books** • Textas • Sharpies • Whiteout (tape & liquid) • Erasers/rubbers (only for publishing) **Setting out work** **<u>Prep</u>** • Date at the top left-hand corner. • Sheets glued in neatly. No paper sticking out from books. **<u>Year 1 and Year 2</u>** • Margin - left side of the page; the length of the shortest edge of a ruler. • Date at the top left-hand corner of the piece of work, next to the margin. • Heading to be underlined. **<u>Year 3 - Year 6</u>** • Margin - left side of page; 1cm using a ruler. • Date at the top left-hand corner of the piece of work, next to the margin. • Heading on the second line from the top or ruling off; to be underlined in red. **Page use** • No blank pages; each consecutive page is to be used before starting the next. **Student marking** • Used to develop ownership of, and responsibility of work; independence; reinforce learning. • Must be in red pen. • A small tick or cross is appropriate. **Ruling Line** • All lines for organisation are to be done using a ruler. • Lines for working in Mathematics (e.g. number lines) may be drawn without a ruler.

	Worksheets ● Must be glued in neat & straight. ● The folded side must be placed closest to the centre of the book. ● Sheets not to be trimmed before gluing in books. **Scribbling & Graffiti** ● Should never occur on the cover or inside of books. **Book checks** ● Books will be checked by teachers for presentation & work.

Element	Content to Teach
Bullying & Resilience	**Bullying** ● Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself (ie there is a power imbalance). ● Is it bullying when... Rude, mean on purpose, bullying. ● Bullying behaviours **Resilience** ● Resilience is the ability to resist or bounce back from adversity and not break. ● Resilient strategies (STAND - poster and TRP)
Assembly	**Assembly Preparation** ● Students must go to the toilet or have a drink prior to assembly **Sitting in Lines** ● Sit on the mats or chairs (Yr 6) ● Use 5Ls ● Listen attentively (follow instructions & focus) **Receiving Awards** ● Move to the end of class line. ● Walk to the stairs for the stage. ● Receive award with left hand & shake with right hand. ● At the edge of the stage, either sit (Prep-3) or stand behind (Yr 4-6) ● Hold award with 2-hands in front of chest & smile. ● Wait for suitable applause before moving to the SGM screen for a photo ● Return to class. **Standing** ● Stand quickly and silently. ● Keep hands by your side & touch nobody (including singing of National Anthem and Hymns) ● Keep your eyes to the front.

	Singing ● Stand or sit still and look forward. ● Follow the lyrics & sing in a clear voice. ● Be heard, but don't be loud. **Applause** ● Clap appropriately when congratulating award winners & thanking a speaker. ● No cheering, high-fives, refusal to clap or over-the-top clapping

P-6 SGM Way Timetable

Day 1 23rd January	Day 2 24th January	Day 3 25th January	Day 4 29th January	Day 5 30th January	Day 6 31st January	Day 7 1st February	Day 8 2nd February
New Classes - Meet the Teacher	School Song	National Anthem	School Prayer	School Song	National Anthem	School Prayer	School Song
Wellbeing Procedures Lesson 1	Wellbeing Procedures Lesson 2	Wellbeing Procedures Lesson 3	Wellbeing Procedures Lesson 4	Wellbeing Procedures Lesson 5	Wellbeing Procedures Lesson 6	Wellbeing Procedures Lesson 7	Wellbeing Procedures Lesson 8
Mathematics Warm Up	Mathematics Warm Up	Mathematics Warm Up	Mathematics Warm Up	Mathematics Warm Up	Mathematics Warm Up	Mathematics Warm Up	Mathematics Warm Up
Moving Around the School Lessons 1, 2, 3	Moving Around the School Lesson 4 Revise 1, 2, 3	Moving Around the School Lesson 5 Revise 1, 2, 3	Moving Around the School Lesson 6 Revise 1, 2, 3	Moving Around the School Lesson 7 Revise 1, 2, 3	Moving Around the School Lesson 8 Revise 1, 2, 3	Assembly Expectations	Moving Around the School Lesson 9 Revise 1, 2, 3 and Assembly Expectations
Bookwork Standards	Uniform and Attendance	Hand Arm Voice Traffic Lights	Respectful Learners STAR	Respectful Learners STEPS	Respectful Learners SHAPE	Resilience and Bullying STAND	Resilience and Bullying STAND
English	English	English	English	English	English	English	English

BUMP UP WALL

Make great choices.

LEGENDARY

Awesome job at regularly making excellent choices!
You are following the class and school rules.

GREAT

Congratulations on your continued great choices!
You are following the class and school rules.

GOOD

Well done on your good choices.
You are following the class and school rules.

NEUTRAL ZONE

We all start here.

WARNING 1

Think about your choices or you will go to Time Out.
You need to follow the class and school rules.

TIME OUT

Think about your choices or you will go to the Buddy Classroom.
You need to follow the class and school rules.

BUDDY CLASS

Think about your choices: next step will be the Reflection Room.
You need to follow the class and school rules.

REFLECTION ROOM

Think about your choices or you will go to the Office.
You need to follow the class and school rules.

OFFICE

Parents will be notified that you have not made good choices.
You need to follow the class and school rules.

SGM BEHAVIOUR RESPONSE CONTINUUM

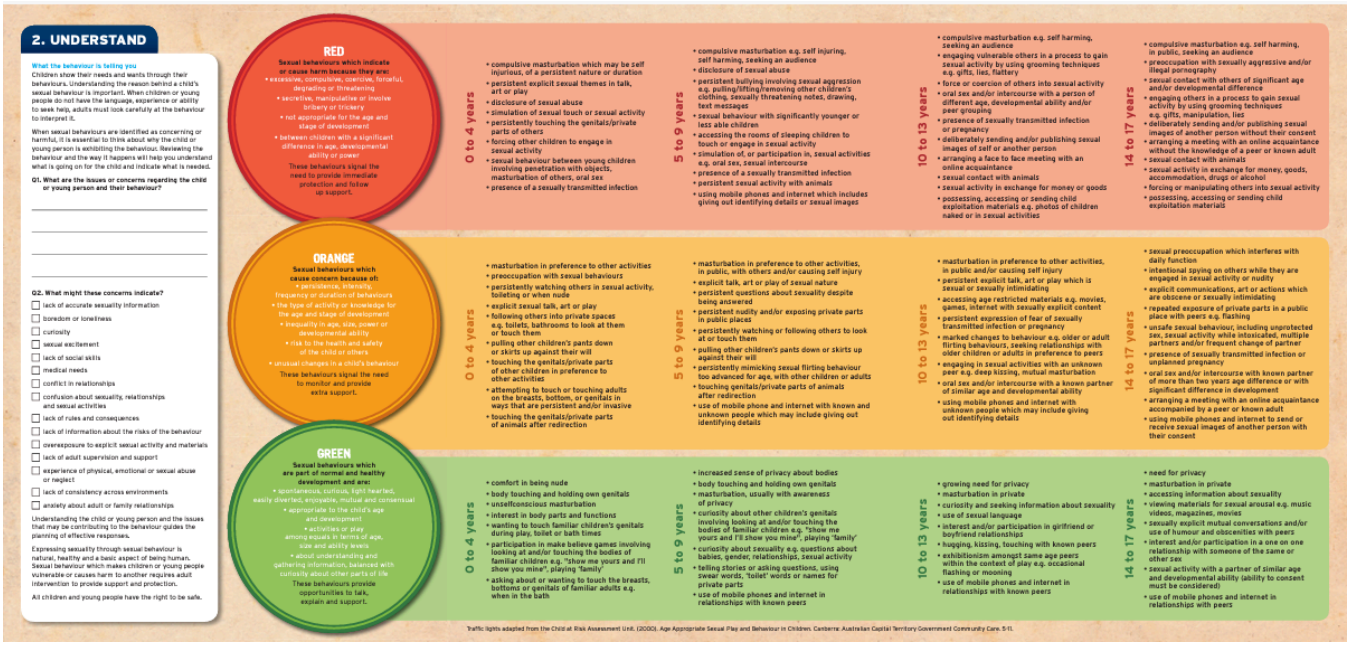
Action		Consequence
Be Safe Be Respectful Be a Learner		★ Praise ★ Stickers/Class Rewards ★ Awards ★ Visit Mrs Sheppard
Minor behaviours (see definitions) Disrespect/ Non- compliance Disruption Inappropriate Verbal Language Late (returning to class) Lying/ Cheating Non-completion of tasks Out of Bounds Physical contact Property Misuse Sexual Behaviour * Social-emotional Task avoidance Teasing Technology violation * Uniform Violation *	Warning 1	Select one: • Reminder of school rules • Redirection • Verbal Warning
	Time Out	• Time-out (Classroom/Playground) • Litter Patrol
Persistent minor	Buddy Class	• Buddy class (reset sheet)
Persistent minor	Reflection Room	• Reflection Room (detention) (reflection sheet) (teacher to notify via Google register) • Monitored by Reflection Room supervisor • Reflection Room note sent home (template completed by supervisor)
Major Behaviours (see definitions) Academic Disengagement Aggression - physical Aggression-verbal Bomb Threat/ False Alarm Bullying / Harassment Combustible Use or Possession Concerning Sexual Behaviour Defiance / Non- compliance Disruption Dress code Violation Drug-use or Possession E-crimes / cyber exploitation Plagiarism / forgery Technology violation Theft Truancy Vandalism /Property Damage Weapons Use or Possession	Office	• Managed by Leadership Team APRE (Prep and Y 1) APLT - (Y 2 and 3) Principal - (Y 4 - 6) • Loss of privileges e.g. no excursions • Reflection Room • Tier 3 supports (eg behaviour support plan, referred to CEDC supports) • Formal Caution of Suspension sent home (if deemed necessary) • Recorded in Engage • Short Suspension (1-4 days) • Parent contacted • Return to School Agreement with parents and Leadership - Document Everything. • Long Suspension (5-20 days)

Notes for Teachers

- Be proactive! Persistent misbehaviour needs to be communicated to parents by the classroom teacher to try and avoid escalation of behaviour.
- Behaviour is recorded in ENGAGE if the student has time-out in buddy class (exit room) or if behaviour continues on the playground after warning (rule reminder) and time-out.
- Teacher on playground duty follows up playground behaviours (class teachers should set up alerts for their class members in engage as a way to be notified of incidents).
- Minor behaviours - sexualised, technology and uniform violation trigger specific consequences. For sexualised behaviours see traffic lights model, for technology violation see technology agreement and uniform violation has a uniform slip.
- All incidents will be considered on a case by case basis.

APPENDIX C - TRAFFIC LIGHTS MODEL





Appendix D - Minor & Major Behaviours

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 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.	Greenlight 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

14	Task avoidance	Student avoids or withdraws from an academic task or produces work below the quality that he/she are reasonably deemed capable of. The task may be an in-class task or a homework task.	
15	Social / emotional	Incident related only to student's social emotional wellbeing	

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

MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**
			campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards
4	Defiance/ Non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/ Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer/iPad, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Student 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	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.

MAJOR BEHAVIOURS			
	Descriptor	**Definition**	**Example**
		Without acknowledging its original source.	
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/ substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or Possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/ False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

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

Appendix E - Our Commitments and Expectations

Our commitments and expectations

Aligned with our school values, the table below explains how we apply the same standards to ourselves, and our expectations for parents supporting the successful engagement of their child with their educational program.

	What you can expect from us	What we expect of you
	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.
	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 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.
	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.	To provide a suitable home learning environment for students.

Appendix F St Gerard Majella Reset Procedure (Buddy class)

At St Gerard Majella the reset procedure is used for behaviours where the student does not require the formal detention but would benefit from a change to regulate and/or reset away from class.

Reset definition: a short break from the classroom (buddy class or other) for the student to reset to manage behaviour expectations.

At St Gerard Majella, Reset (Buddy Class) will –

- Be constructive as well as age and developmentally appropriate
- Be an opportunity to guide the student to reset their behaviour (eg regulating, being reminded)
- Reset worksheets will be provided

What's happening?

How am I feeling?



What would help me reset?

How do I need to feel to be successful back in class?



Name Date

Appendix G SGM Detention Procedure (Reflection room)

This contextualized procedure should be read in conjunction with CEDC guideline: responding to unacceptable student behaviour

Detention definition: any period of time when a student is required to remain at school, in a particular location in “non class” time (eg lunchtime)

At St Gerard Majella, detention (Reflection Room) will –

- Be constructive as well as age and developmentally appropriate
- Be an opportunity to guide the student to reflect on their behaviour (revisiting behaviour expectations, or completing work missed as natural consequence of misbehaviour)
- Be supervised at all times (as per duty roster)
- Be within school hours
- Reflection room will be allocated
- Students will attend during the play component of the lunch break (first break only)
- Class teachers to add details to google drive register to make supervision staff aware
- Reflection worksheets will be provided and need to be signed by parents

Name Class Date

What's happening?

Circle how you are feeling?



Circle how others may be feeling?



What didn't work?

What could work better next time?

Comments

Supervising teacher signature

Parent signature

Appendix H St Gerard Majella Suspension Procedure

This contextualized procedure should be read in conjunction with CEDC guideline : responding to unacceptable student behaviour

Suspension definition: a series consequence involving 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. A suspension may take place in school or out of school.

At St Gerard Majella, suspension will –

- Be preceded by a conversation with parents (the aim being to work together to support the student)
- Be in place if satisfied the student has behaved in an inappropriate manner that has been unable to be redirected or is an unacceptable risk to self or others
- Be for a period of up to 10 days

Appendix I St Gerard Majella Exclusion Procedure

This contextualized procedure should be read in conjunction with CEDC guideline : responding to unacceptable student behaviour

Exclusion definition: the permanent withdrawal of a student's right to attend a particular school or school-related activities. This decision can only be made by CEDC Executive Director on recommendation by school principal

At St Gerard Majella exclusion will –

- Be preceded by a conversation around negotiation of change of school

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