HOLY CROSS SCHOOL

Whole School Behaviour Support Plan

CONTENTS

PURPOSE

Holy Cross School is committed to providing a safe, inclusive, and respectful learning environment for all our students, staff, parents, and visitors.

Our Whole School Behaviour Support Plan describes our responsibilities and the processes we use in our school to promote an effective 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

At Holy Cross School we promote a true sense of belonging within a Christian environment, which embraces Gospel values.

Our commitment is to support, encourage and challenge individual development, with respect for the just and equitable rights of each person.

The identity and culture of Holy Cross School is derived from gospel values and Church tradition and expressed through the school's values, culture, rituals, and practices. Opportunities are offered for students, staff, and parents to build community, to engage in spiritual formation, to pray, to celebrate and to practise social justice and stewardship for the earth.

OUR SCHOOL CONTEXT

Formally opened in 1987, Holy Cross School is an integral component of the Northern Beaches Parish of Cairns. Our Catholic identity and connection to the parish is the central work of all teachers, modelling and teaching the Gospel messages of Jesus Christ. Holy Cross School has a warm and welcoming atmosphere with a positive school culture built upon inclusion and engagement.

The school's motto, 'Truth, Knowledge, Faith' fosters the balanced development and integrity of the individual through 21st Century learning to enhance, enrich and engage the spiritual and academic growth of all. Holy Cross School proudly serves families as partners in education with an inclusive educational program which is both pastorally and academically attentive to the needs of all.

CHARISM

The Holy Cross School Charism - RELATIONSHIPS, COMMUNITY, SERVICE and STEWARDSHIP - referred to as 'The Holy Cross Way', is embedded in all facets of school life, and is lived, modelled, and articulated by every member of the school community.

SERVICE

RELATIONSHIPS

COMMUNITY

STEWARDSHIP

CONSULTATION AND REVIEW PROCESS

The consultation process used to inform the development of the Holy Cross Whole School Student Behaviour Plan occurred in several phases throughout 2022 and 2023.

Firstly, the process constituted regular meetings held by the school's Multi-tiered Systems of Support (MTSS) team, a representative forum for reviewing the systems and practices with the school for supporting positive student behaviour and engagement.

The actions of the team also involved consulting with staff on key initiatives and processes as they worked through the key components of MTSS. This included revisiting our values, our common understanding of expected behaviours, our processes for teaching these behaviours, and staff responsibilities regarding managing and supporting students who require additional support to meet expectations. This led to a number of revisions to what had previously been documented at Holy Cross School.

As part of this process, we considered ongoing feedback from parents and sought additional information from students.

Finally, a draft Whole School Behaviour Support Plan was prepared and distributed for comment by the School Board. The final version, incorporating suggested changes and feedback, was uploaded to the school website, and made accessible to all school community members in Term 1 2025.

OUR BELIEFS ABOUT STUDENT BEHAVIOUR

Our understandings about neuroscience and the link to childhood development, neurodiversity, and trauma-informed practice, unify the way we interpret and respond to student behaviour.

The key to success lies in the relationships that we build with our students, families, our staff, the parish, and above all, our relationship with God. Through our connection with the Catholic faith community, students are able to reach their full potential, with their educational, personal, and spiritual dimensions enhanced.

At Holy Cross School we therefore believe that:

1. Our students are at the centre of everything that we do.

2. Our students learn best in classroom environments that are positive, safe, and supportive of the student's individual needs.

3. All children are capable of learning, given the appropriate adjustments and support.

4. Working together as a whole school family, in partnership with parents, guardians and other members of the community, ensures that our students have the best possible education.

5. Enabling our students to develop the skills to demonstrate respect for themselves and others, to act safely, and to become a lifelong active learner needs to remain the cornerstone of our approach to successful engagement.

6. All children are created in the image and likeness of God. Given this, we have positive unconditional regard for all students. We believe all students are entitled to a 'fresh start' following behaviour errors and the repair process.

OUR SCHOOL APPROACH; A MULTI-TIERED SYSTEM OF SUPPORT (MTSS-E)

What is a Multi-tiered System of Support?

MTSS-E is a framework for schools that uses a systematic approach to develop 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 the explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

Continuum of Support and Key Features

An important component of MTSS-E 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 or Tiers of support:

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.

DIAGRAM 2: Student Behaviour
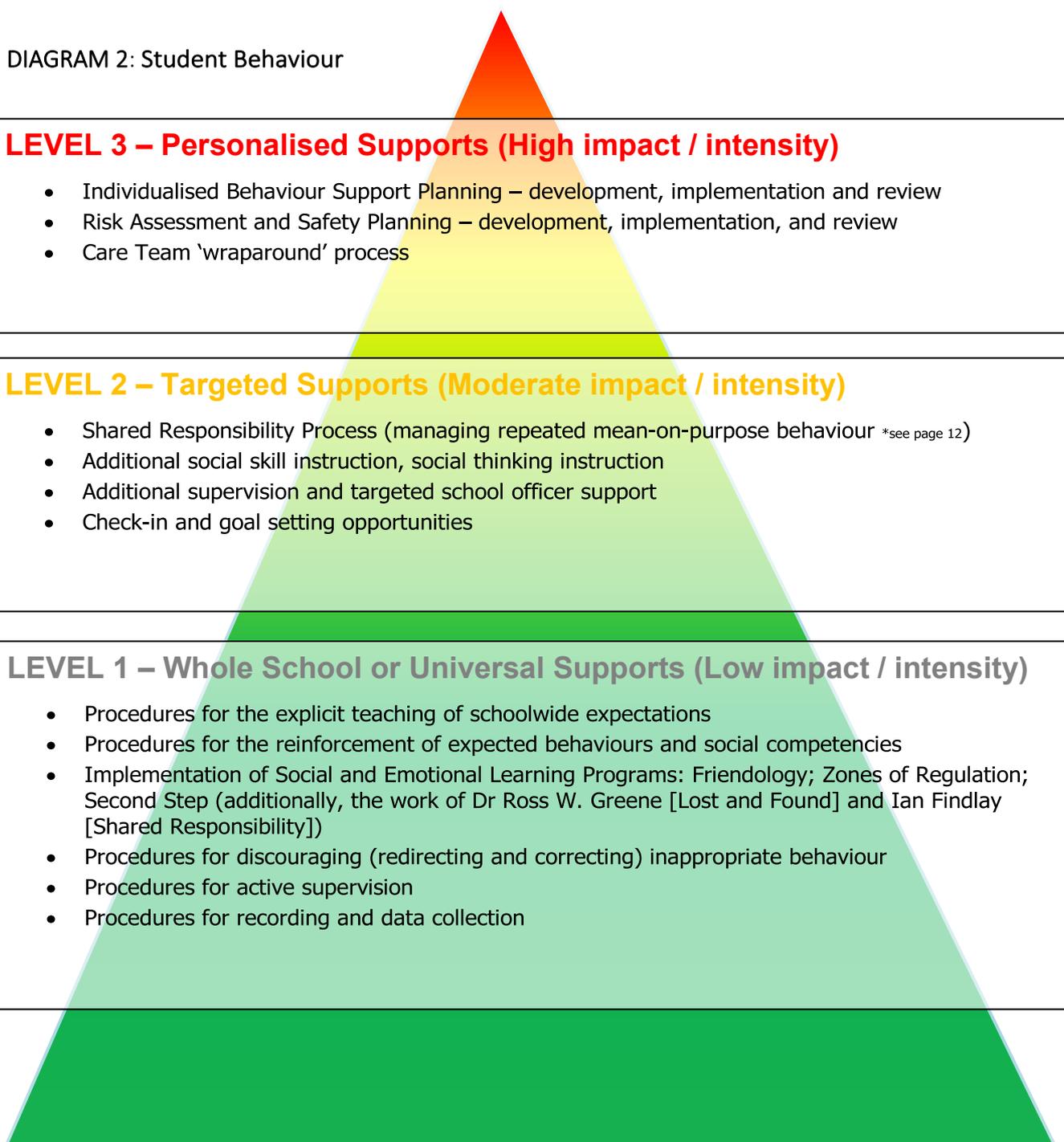
LEVEL 3 – Personalised Supports (High impact / intensity)

- Individualised Behaviour Support Planning – development, implementation and review
- Risk Assessment and Safety Planning – development, implementation, and review
- Care Team 'wraparound' process

LEVEL 2 – Targeted Supports (Moderate impact / intensity)

- Shared Responsibility Process (managing repeated mean-on-purpose behaviour *see page 12)
- Additional social skill instruction, social thinking instruction
- Additional supervision and targeted school officer support
- Check-in and goal setting opportunities

LEVEL 1 – Whole School or Universal Supports (Low impact / intensity)

- Procedures for the explicit teaching of schoolwide expectations
- Procedures for the reinforcement of expected behaviours and social competencies
- Implementation of Social and Emotional Learning Programs: Friendology; Zones of Regulation; Second Step (additionally, the work of Dr Ross W. Greene [Lost and Found] and Ian Findlay [Shared Responsibility])
- Procedures for discouraging (redirecting and correcting) inappropriate behaviour
- Procedures for active supervision
- Procedures for recording and data collection

Support Leadership & Professional Learning for School Staff

At Holy Cross School, we have designated teams to support student behaviour and engagement.

Student and staff wellbeing is carefully and consistently monitored by the Diverse Learners Team, Wellbeing Team and the Inclusion and Diversity Team. The School Counsellor is included in conversations relating to wellbeing and invited to Care Team Meetings acting as a 'Knowledgeable Other' for students, staff and families. Staff at Holy Cross School also have access to additional support staff through Catholic Education Services. These include Psychologists, Speech Pathologists, Occupational Therapists, Physiotherapists, the Consultant-Inclusive Education and Consultant – Student Engagement.

Holy Cross uses a Care Team framework to ensure the pastoral needs of all are met and managed, and issues relating to inappropriate interactions are addressed in a timely and consistent manner.

The table below outlines the key roles and responsibilities of these teams:

Team	Team Membership	Focus
Student Wellbeing Team	- Leader of Wellbeing - Counsellor - AP Catholic Identity and Wellbeing	This team designs, implements, monitors and reviews whole-school, targeted and intensive levels of support and intervention – with a focus on addressing the behavioural and social emotional needs of students, and building staff capability in providing these supports at a classroom or individual level.
Diverse Learners Team (Leadership Team)	- Principal - AP Catholic Identity and Wellbeing - AP Teaching and Learning - Leader of Teaching - Leader of Learning - Leader of Wellbeing - Counsellor	This team processes all referrals made by teaching staff through the 'Request for Support' feature of ENGAGE and assigns a team and/or case manager to investigate the referral further, and action any appropriate support. Additionally, this team shares the responsibility of being 'on-call' for any unscheduled Wellbeing needs that may arise during the day.
Inclusion and Diversity Team	- Leader of Wellbeing - Learning Support Teacher – Students with Disabilities - Teacher – Inclusion & Diversity	This team is responsible for case managing students with a disability. They ensure that all students with disabilities can access and participate in an education and school life on the same basis as students without disability by implementing appropriate and reasonable adjustments.
MTSS-E Tier 1 Team	- Principal and other members of the Senior Leadership Team - Leader of Wellbeing - Classroom teacher representation (Lower / Middle / Upper / Specialists) - School Counsellor - Learning Support Teacher – Students with Disabilities	Systematically designing, implementing and evaluating whole-school systems and practices for facilitating positive student engagement. This work informs the development of this Whole School Student Behaviour Plan.

Professional Learning

The list below outlines some of the key Professional Development (PD) that staff engaged with, at the time of publication. This PD was instrumental in building capacity to implement a positive supportive approach to student behaviour and engagement:

Shiralee Poed	MTSS – E Multi-tiered systems of support - Engagement	Facilitated by Dr Shiralee Poed, University of Queensland, and then incrementally rolled-out over the course of the year as part of scheduled team meetings (supported by a consultant from Catholic Education Services.)
Leah Kuypers	Zones of Regulation	Zones of Regulation is all about developing an awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.
Ross Greene	Collaborative Problem Solving (CPS)	The CPS model is based on the premise that challenging behaviour occurs when the demands and expectations being placed on a child exceed the child's capacity to respond adaptively. The model focuses on (a) identifying the skills that a student is lacking and the expectations they are having difficulty meeting and then (b) implementing alternative adjustments to support them.
Circle of Security International	Circle of Security	The Circle of Security focuses on helping caregivers and teachers to reflect upon children's attachment needs in order to promote secure attachment with a child.
URSTRONG	Friendology	URSTRONG is all about empowering children with friendship skills. It is a proven, skills-based strategy that teaches children concepts, skills and language to help them build and maintain healthy friendships.
Bruce Perry	Trauma informed Practice. Understanding Neurosequential Model	The Neurosequential Model in Education (NME) draws upon the NMT (a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behaviour and performance.
Dan Siegal	Neurobiology	Daniel supports educators to understand brain structure and why it's difficult to control our reactions when we're overwhelmed with strong emotions, especially anxiety.
Tony Attwood	Understanding Autism Spectrum Disorder	Tony Attwood explores the concept that students with ASD have a different way of thinking, learning and managing emotions.
Sue Larkey	Understanding Autism Spectrum Disorder	This course provides educators with the knowledge to improve student learning, participation and outcomes.

LEVEL 1: UNIVERSAL SUPPORTS

1. Clarity: Our Expectations

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

Our schoolwide values are:

Our school's Student Behaviour Success (SBS) posters (see Appendix B) 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. The Holy Cross SBS posters are accessible on a shared drive, with additional resources such as videos and ideas for teaching the expectations across year levels.

2. Teaching Expected Behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long.

At Holy Cross School, teachers and other staff explicitly teach these expected behaviours by:

- Positive Behaviour focus running for a fortnight, introduced at Whole School Monday Prayer, reinforced in classrooms.

- Use of videos to demonstrate expectations in relevant contexts.

- Regular teaching of class routines with reference to schoolwide expectations and the Charism.

- Unpacking of three overriding expectations in each class at the beginning of the year.

- Reinforcement of appropriate behaviours (see section *Encouraging Productive Behaviours for Learning* below)

3. Feedback: Acknowledging Expected Behaviours

In education, we use the term "feedback" for any information given to students about their current achievements. Feedback to students provides them with the way to move their learning forward and make progress.

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 non-contingent), as well tangible reinforcement or 'token' systems.

The encouragement strategies in place at Holy Cross School include:

Class-Based Reward Systems	To acknowledge students meeting any expectations and displaying expected behaviour.
Gotcha Points	To acknowledge students meeting any expectations and displaying positive behaviour. To develop a sense of house-pride.
Hero Card	To acknowledge students meeting the three school expectations - Be Safe, Be Respectful, Be an Active Learner.
Student of the Week	To acknowledge one student who has demonstrated something worth celebrating.
Hero Box	To acknowledge a class successfully demonstrating the FOCUS behaviour of the week.
Spirit Award	To celebrate a student that consistently lives and breathes the Holy Cross Way (Community, Relationships, Stewardship, Service)

LEVEL 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.

The work of the Student Wellbeing Team and Diverse Learning Team ensures that systems are 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:

We Thinkers!	Helps children build foundational social competencies and essential life skills through stories, lessons, and play activities. The teachings help kids better understand themselves and others, develop self-awareness, perspective taking, social problem solving, and supports students' social emotional learning, relationship building, classroom learning, and academic performance.
Zones of Regulation	Zones of Regulation is all about developing an awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.
Friendology	URSTRONG is all about empowering children with friendship skills! It is a proven, skills-based strategy that teaches children-friendly concepts, skills and language to help them build and maintain healthy friendships.
Lego Therapy	A powerful intervention designed to support children with ASD and communication challenges in developing skills in language and collaboration.
Playground supports	Targeted support during play breaks including structured games, refereed sporting matches, creative play (Loose Parts Play & Bush Play), lunchtime clubs (E.g. chess.)
Positive support plans	Captures individualised strategies and adjustments.
Care Team Meetings	Consultation and collaboration with parents, teacher and case managers.

Successful outcomes for students whose behaviour has not improved with Level 1 or Level 2 support are dependent on our ability to intervene as early as possible with appropriate interventions.

Level 3 or Personalised supports are highly individualised to cater for the specific needs of students. At Holy Cross School, these supports can include:

- Establishment of a collaborative Care Team approach, which includes additional stakeholders

- Development of an Individual Behaviour Support Plan (IBSP) High frequency, high intensity

- Development of an additional Safety Plan based on the outcomes of a formal risk-assessment process

- Individual School Counsellor support services

- Partnerships with outside support agencies and specialists

1. Responding to Problem Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, inappropriate or 'unexpected' student behaviour can still occur. For some students, they may not know how to perform the expected behaviour or have not practised it sufficiently to be able to use it at the appropriate times.

When responding to student behaviours, we have a system in place that enables staff to respond to minor behaviours efficiently and effectively, as well as to chronic persistent minor behaviours and to major behaviours (which impact more severely on teaching and learning.)

Staff at Holy Cross have worked to identify minor behaviours (managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that also involve referral to designated support staff and/or leadership for additional action). Broad definitions of teacher managed behaviours (minor) and teacher plus leadership managed behaviours (major) have been included as an appendix.

Typical staff responses to problem behaviours are outlined in the following table. This is not an exhaustive list however, and staff will use their professional judgment in deciding the most effective course of action based on individual circumstances.

2. Disciplinary Consequences / Sanctions

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.

These additional sanctions comprise:

- Out of Play for recess periods (implemented either by classroom teachers or leadership staff)

- Internal Supervision (students are withdrawn from their normal classroom as a result of ongoing or highly disruptive problem behaviour)

- External Suspension (duration will vary according to the individual circumstances of each incident)

- Exclusion (typically an option of last resort or in response to behaviour that severely impacts on, or poses a severe risk to, the safety and wellbeing of other students or staff)

These additional sanctions will be implemented in alignment with the Catholic Education Diocese of Cairns (CEDC) Policy and Procedure *Student Behaviour Support*.

Staff at Holy Cross School are also obliged to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we are not able to disclose or discuss this information with anyone but the student's family.

3. Bullying (Mean on Purpose) and Cyberbullying – Information, Prevention & School Responses

Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Staff at Holy Cross School understand that student learning is optimised when they feel connected to others and experience safe and trusting relationships, in environments where the occurrence of any bullying behaviours are responded to quickly and effectively.

As part of the school's use of the Multi-Tiered Systems of Support framework, Holy Cross School focuses on promoting positive relationships and the wellbeing of all students, staff and visitors. This also includes promoting, teaching and reinforcing our values – Be Safe, Be Respectful and Be an Active Learner - to support children to avoid the need to use bullying behaviours, as well as knowing how to respond to incidents. At Holy Cross School, we use the term 'Mean on purpose' to describe bullying actions.

The agreed national definition for Australian schools describes bullying as:

- 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;

- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;

- happening 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);

- having immediate, medium and long-term effects on those involved, including bystanders.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).

- not liking someone or a single act of social rejection.

- one-off acts of meanness or spite.

- isolated incidents of aggression or intimidation

The following flowchart outlines the broad actions that staff at Holy Cross School will take when they receive a report about student being mean on purpose, including actions which may have occurred *online* or outside of the school setting. Please note that the timeframes will vary depending on the professional judgment of teachers and their assessment of immediate risk.

The Shared Responsibility Model

At Holy Cross, we follow the Shared Responsibility Model (see below). This process aims to resolve instances of bullying, not by punishing the offenders, but by asking them to share in the responsibility of finding a solution. This process is two-fold:

- It supports victims and assesses the impact of bullying. It gives the victim an opportunity to write an Impact Statement. Through the process it informs the victim on what commitment the offender/s have made to help including scheduled check-ins.

- It provides practical solutions for managing repeat offenders through education, the use of a Commitment Statement, scheduled check-ins and appropriate consequences if required.

Shared Responsibility Process

Request for support via classroom teacher or parent of Student A	The facilitator meets with the Student A to determine the behaviours that are occurring and the IMPACT of the behaviour. Student A writes an Impact Statement	The facilitator meets with Student B and asks them to share the responsibility in solving a problem. The facilitator shares the Impact Statement. The facilitator provides a lesson on understanding 'mean on purpose behaviour' and impact and asks Student B to write a Commitment Statement	The facilitator shares the commitment statement with Student A	The facilitator checks with Student A and Student B periodically to check that Student B is keeping their commitment	If Student B continues to conduct Mean-on-Purpose Behaviour, the facilitator will act in accordance with the Holy Cross SBS Chart

Student A: On the receiving end of Mean-on-Purpose Behaviour
Student B: Conducting Mean-on-Purpose Behaviour

Cyber-bullying is treated at Holy Cross School with the same level of seriousness as in-person bullying.

The following are some common examples:

- Sending or posting abusive threatening humiliating or harassing messages via social networking sites (see following section) or email.

- Uploading embarrassing or degrading images or videos involving other students.

- Taking and sending sexually explicit images using mobile phones or web applications.

- Using social networking sites or blogs to post inappropriate messages or images about other students, their families, or staff.

- Imitating others or assuming a child's identity then sending or posting material which damages their relationship with others.

- Making prank calls to another student's mobile phone.

Students or parents who wish to make a report about cyberbullying can approach their class teacher or another trusted staff member at the school.

As noted in Section 4: Responding to Problem Behaviours, consequences can apply for engaging in behaviour that adversely affects, or is likely to adversely affect, other students. This includes behaviour such as cyber-bullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. Additional disciplinary consequences/sanctions may also be utilised in response to such behaviours.

Staff at Holy Cross School recognise the need to provide intervention and support to all students involved in incidents involving being 'mean on purpose', including cyberbullying.

Students who have been subject or witness to mean on purpose behaviours have access to support offered by school's Student Wellbeing Team. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. Depending on the nature of the reported incident, a formal plan of action may be developed to support the student.

Students who engage in mean on purpose behaviours towards others will also be provided with support to assist them to use more socially acceptable behaviours in their interactions.

7.   Student Safety

The safety and wellbeing of all students at Holy Cross School is at the forefront of any decision making. Where necessary our school will implement strategies to ensure the school community's safety and wellbeing. Strategies include:

- Access to school-based counselling services, with additional support provided by Catholic Education services as required.
- Ongoing pastoral support offered by identified staff.
- Risk Assessment and Safety Planning conducted by members of the Student Wellbeing Team, with additional support provided by Catholic Education services as required.
- Implementation and review of school Lockdown procedures.

At Holy Cross School, data on student behaviour is routinely collated and summarised to help track progress and identify issues for intervention.

A variety of sources may be used, including the use of the ENGAGE database, which is the key tool that all CEDC schools are required to use to collect behavioural data for analysis and decision-making. This database 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.

At Holy Cross School, ENGAGE data is collated and reviewed in the following ways:

- Year-level / cohort incident data to identify patterns and trends

- Tracking data relating to student progress (after implementing an individual behaviour support plan or other targeted supports)

- Frequency of incidents (minor and major) per school day per month

- Percentage of students receiving multiple major incident records

Relevant Cairns Catholic Education Policies and Guidelines/Procedures:
- Student Protection Processes and Guidelines
- Code of Conduct
- Student Attendance
- Inclusive Practices
- Student Behaviour Support – Policy
- Student Behaviour Support - Procedure
- Student Bullying: Prevention and Responses in Schools
- Restrictive Practices Policy
- Restrictive practices - Procedure
- Students - acceptable use of ICT and social media
- Code of Conduct for Parents, Volunteers and Visitors

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)

APPENDIX A - Behaviour Definitions

	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 divertedexperimentation.	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

	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
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

	DESCRIPTOR	DEFINITION	EXAMPLE
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-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

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

Everywhere

Be safe
- Keep your hands and feet to yourself
- Use the equipment safely and correctly
- Seek help, report
- Be in the correct area

Be respectful
- Share equipment
- Keep the space tidy
- Look after property and the environment
- Use kind works and appropriate language
- Be honest

Be an active learner
- Follow instructions
- Report

Transition areas and courtyards:

Be safe
- Walk along pathways and on stairs
- Keep pathways clear and bag racks tidy

Be respectful
- Move quietly

Be an active learner
- Return to class promptly when you hear the bell

Digital environment:

Be safe
- Report unsafe online activity
- Carry devices and equipment Safely
- Hand in personal devices

Be respectful
- Seek permission first
- Use kind words when sending messages
- Care for equipment

Be an active learner
- Use technology as instructed
- Only use websites you need for learning

Classrooms and other learning spaces

Be safe
· Enter calmly

Be respectful
· Use inside voices
· Listen when others are speaking
· Encourage and support others
· Let others learn

Be an active learner
· Attempt all tasks
· Use sensory and movement breaks sensibly
· Ask for help
· Be organised for learning

Toilets and bathrooms:

Be safe
· Wash your hands
· Use the toilet properly

Be respectful
· Be waterwise
· Leave toilet clean for others

Be an active learner
· Return to class in a timely manner

Playgrounds and fields:

Be safe
· Wear your hat
· Play safely

Be respectful
· Try to solve problems in a friendly way
· Include others

Be an active learner
· Play fairly
· Share play equipment

SOCIAL-BEHAVIOURAL SUCCESS (SBS) CHART

PREVENTION: LIVING AND LEARNING IN THE WAY OF THE CROSS

THE HOLY CROSS WAY: RELATIONSHIPS, COMMUNITY, SERVICE, & STEWARDSHIP

As a Catholic community, Holy Cross School promotes a true sense of belonging for all within a Christian environment, embracing Gospel values. Our commitment is to support, encourage and challenge individual development, with respect for the just and equitable rights of each person. We do this through:

- building positive relationships underpinned by unconditional positive regard for students, stemming from the belief that we are created in the image and likeness of God

- treating all students with dignity and respect

- creating strong partnerships with parents as the first educators

- communicating effectively and working collaboratively with students, parents and staff

- implementing pastoral practices that are non-coercive and non-discriminatory

- implementing quality classroom practices and establishing rules and predictable routines

- providing consistent instruction regarding self-monitoring and self-regulation skills for all

- explicitly teaching and reinforcing expectations: '**BE SAFE, BE RESPECTFUL, BE AN ACTIVE LEARNER'**

- investigating why students may not be able to meet the agreed expectations and implementing appropriate adjustments

- using high rates of positive feedback and opportunities to respond

- active supervision practices both within the classroom and non-classroom areas

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** This document is only applicable during school hours and/or if students are in public wearing their school uniform.

LEVEL 1
Low impact/intensity

Teacher-managed action

Teacher initiated problem-solving
Correcting through classroom management

TYPICAL EXAMPLES OF **BEHAVIOUR ERRORS** INCLUDE:

- Cheating
- Discriminatory Language* (e.g., Ableist, Sexist, Racist)
- Disruption* (minor, e.g., calling out)
- Exiting class without permission*
- Inappropriate dress code/uniform
- Inappropriate gestures, noises and verbal interactions*
- Inappropriate language*
- Inappropriate use of ICT resources*
- Irreverent behaviour in the church
- Late to class
- Mean on Purpose/Teasing*
- Physical misconduct*
- Playing in the wrong area
- Property damage*
- Refusal to follow adult instructions
- Rough play/ rough game
- Sexualised behaviour*
- Stealing*
- Work avoidance and refusal

CONSEQUENCES CONSIDERATIONS

Disciplinary consequences should be based on the relative severity/impact of behaviour and applied according to individual needs and situation such as:

- age of student
- pastoral needs
- behaviour history
- mental health and wellbeing
- care arrangements
- home environment
- religious and cultural considerations
- disability
- other individual circumstances of students

*Words with asterix are included in the glossary of terms.

TYPICAL EXAMPLES OF **RESPONSES** INCLUDE:

Effective Classroom Strategies:
- Non-verbal redirection
- Cueing with parallel acknowledgment*
- Redirecting to the learning*
- Rule reminders*
- Questioning to redirect*
- Provide choice*
- One-to-one (1:1) discussion*

Regulation Support
- Low-sensory space
- Regulation/movement break

Consequences
- Withdrawal of iPad use
- For playground and transition errors — follow through with playground-based consequence (e.g., 10 min walk with teacher + discussion)

Circuit Breakers*
- Follow through with class-based responses (Time-in or Time-out)
- Use of partner-class procedure*
- Re-entry discussion

Individualised Plans*
- Follow class-based reward system
- Follow responses as per Positive Support Plan*
- Follow Individual Behaviour Support Plan (IBSP)*
- Follow Individual Safety Plan

TYPICAL EXAMPLES OF **REFLECT, PLAN** AND **REVIEW** INCLUDE:

Students may receive some of the following services/actions if applicable:

Repair & Re-entry* — Teacher & Student
Welcome the student back and restore the relationship. The educator initiates the repair, but it must be on the students' terms. It is not a time to review the student's behaviour or the decision as the student has already received a consequence.

Consultation & Collaboration (Teacher, Student and/or Parent)
- Teacher/student exploration of problem: Consider the function of the student's behaviour and what need is not being met
- Classroom teacher notifies parent of any concerns

Planning and Adjustments
- Teacher-led reward system (set an achievable goal)

Recording
- Log incident on ENGAGE, if required (e.g., Use of Time in/out and/or Partner-Class)

ENGAGE — Request for Support
If applicable

LEVEL 2
Moderate impact/intensity

TYPICAL EXAMPLES OF BEHAVIOUR ERRORS INCLUDE:

- Discriminatory Language* (e.g., Ableist, Sexist, Racist)
- Disruption*
- Exiting classroom*
- Inappropriate language*
- Inappropriate physical touch/gestures and verbal interaction*
- Inappropriate use of ICT resources*
- Mean-on-purpose behaviour/teasing* (ongoing & targeted)
- Ongoing Level 1 behaviour errors
- Physical misconduct*
- Property damage*
- Refusal to follow teacher instructions (ongoing)
- Sexualised behaviour*
- Stealing*
- Work avoidance and refusal (ongoing)

CONSEQUENCES CONSIDERATIONS

Disciplinary consequences should be based on the relative severity/impact of behaviour and applied according to individual needs and situation such as:

- age of student
- pastoral needs
- behaviour history
- mental health and wellbeing
- care arrangements
- home environment
- religious and cultural considerations
- disability
- other individual circumstances of students

*Words with asterix are included in the glossary of terms.

TYPICAL EXAMPLES OF RESPONSES INCLUDE:

Regulation Support
- Low-sensory space
- Regulation/movement break

Individualised Plan*
- Follow responses as per Positive Support Plan*
- Follow Individual Behaviour Support Plan (IBSP)*
- Follow Individual Safety Plan

Shared Responsibility Process*
- Commences following ongoing/repeated mean-on-purpose/teasing* behaviour (Impact Statement & Commitment Statement)

Circuit Breakers*
- Alternative workspace* (with learning tasks).
- Follow through with class-based responses (Time-in or Time-Out)*
- Use of partner-class procedure* and re-entry discussion*

Consequences
- For playground and transition error: Out-of-Play (Act of Service)*
- Internal Supervision (out of class) for remainder of session, ½ day OR full day (with learning tasks)
- ICT — withdrawal/restricted access of iPad privileges (up to 5 days)

TYPICAL EXAMPLES OF REFLECT, PLAN AND REVIEW INCLUDE:

Students may receive some of the following services/actions if applicable:

Repair & Re-entry* — Teacher & Student
Welcome the student back and restore the relationship. The educator initiates the repair, but it must be on the students' terms. It is not a time to review the student's behaviour or the decision as the student has already received a consequence.

Consultation & Collaboration (Teacher, Student and/or Parent)
- Make parent contact
- Collaborative Problem Solving*: to consider the function of the student's behaviour and what need is not being met
- Care Team meeting*
- Connect with a Case Manager*
- School-based counsellor referral

Planning and Adjustments
- Positive Support Plan*
- Social/Emotional skills intervention
- Shared Responsibility Process* (Commitment Statement)

Recording
- Log incident on ENGAGE* within 48 hours
- ROC* — if applicable
- Upload plans and meeting notes to ENGAGE

ENGAGE — Request for Support if applicable.

LEVEL 3
High impact/intensity

Intensive Response by Leadership Team
Individualised case-management
Consultation with Leadership Team
Additional Leadership decision-making

TYPICAL EXAMPLES OF BEHAVIOUR ERRORS INCLUDE:
(which severely impact on the safety or welfare of others, and/or the ability of staff to continue to teach)

- Discriminatory Language* (e.g., Ableist, Sexist, Racist)
- Disruption*
- Inappropriate language*
- Inappropriate physical touch/gestures and verbal interaction*
- Inappropriate use of ICT resources*
- Leaving school without permission
- Mean-on-purpose behaviour following Shared Responsibility Process (with the intention to cause harm)
- Physical misconduct*
- Property damage*
- Self harm/Threat of self harm
- Sexualised behaviour*
- Threats (verbal or physical) directed towards staff and students
- Unsafe behaviour — high impact (self and others)
- Use or possession of illicit substances

CONSEQUENCES CONSIDERATIONS

Disciplinary consequences should be based on the relative severity/impact of behaviour and applied according to individual needs and situation such as:

- age of student
- pastoral needs
- behaviour history
- mental health and wellbeing
- care arrangements
- home environment
- religious and cultural considerations
- disability
- other individual circumstances of students

*Words with asterix are included in the glossary of terms.

TYPICAL EXAMPLES OF RESPONSES INCLUDE:

Students may receive some of the following services/actions if applicable:

Regulation Support:
- Regulation Support: Universal de-escalation strategies

Manage Risk*
- To self, student/s and others

Consequences
- This could include the use of formal sanctions* (e.g., external suspension: Principal's decision).

Individualised Plan*
- Follow responses as per Positive Support Plan*
- Follow Individual Behaviour Support Plan (IBSP)*
- Follow Individual Safety Plan

Shared Responsibility*
- Repeat offenders
- Parent consultation
- Further investigation

TYPICAL EXAMPLES OF REFLECT, PLAN AND REVIEW:

Students may receive some of the following services/actions if applicable:

Repair & Re-entry* — Teacher/Case Manager/Leadership Team & Student
Welcome the student back and restore the relationship. The educator initiates the repair, but it must be on the students' terms. It is not a time to review the student's behaviour or the decision as the student has already received a consequence.

Post-incident Responses*
This includes a welfare check of all staff and students impacted by an incident.

Consultation & Collaboration
1. Care Team Meeting — Engaging parents/carers in a partnership
2. Return-to-school planning
3. Return-to-school meeting with the student/family
4. Implementation & Review

Planning and Adjustments
- Personalised Learning Plan
- Positive Support Plan*
- Individual Behaviour Support Plan (IBSP)*
- Safety Plan informed by Risk Assessment Behaviour, Safety and Wellbeing

Recording
- Log incident on ENGAGE
- ROC* — if applicable

ENGAGE — Request for Support if applicable.

*GLOSSARY OF TERMS

Level 1 = Low impact   **Level 2 = Moderate impact**   **Level 3 = High impact**

A

Alternative work space
Provide student with another location to complete their tasks which will be more suitable in supporting their regulation, e.g., Partner class, Harmony Room.

B

C

Care team meeting
This is a support plan and review meeting that includes a student's care team. This could include their teacher, case manager, parent, student and/or counsellor.

**Case Manager —
Tier 2/3 Support**
This could include the LST-SWD, Leader of Wellbeing/ Learning, APA, APRE.

**Circuit breaker
(Time out of class)**
Send to Partner-Class:
- 1st offence in a session: 20 minutes
- 2nd offence: Remainder of session

Collaborative problem solving
This is a process where the case manager and teacher work with a student with the goal of determining a student's unmet need and what adjustments need to be implemented to support the student to be successful.

Cueing with parallel acknowledgment
To acknowledge students' on-task behaviour with the intention of prompting another to follow suit, e.g., 'I like the way Ben is...'

D

● **Discriminatory language (Low impact)**
Not directed or about anyone in particular. Not heard by anyone belonging to the minority group referenced, e.g., making an inappropriate comment about a minority group

● **Discriminatory language (Moderate impact)**
Slurs/unkind references directed at or about an individual and/or minority group

● **Discriminatory language (High impact)**
High intensity verbal slurs/ unkind references directed at an individual and/or minority group

● **Disruption (Low impact)**
e.g., calling out, making noises, moving around the room

● **Disruption (Moderate impact)**
e.g., ongoing level 1

● **Disruption (High impact)**
e.g., Persistent disruption alongside refusal to accept support and/or move to time out areas.

E

ENGAGE
This is the platform used to request additional support and/or record behaviour incidents.

● **Exiting class without permission (Low impact/intensity)**
In view of classroom teacher.

● **Exiting class without permission (Moderate impact)**
Outside the supervision area.

External suspension
This a serious consequence involving the temporary, fulltime or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. The Principal acts as the key decision-maker.

F

Formal sanctions (CEDC Policy):
Schools apply formal sanctions when other reasonable responses to manage problem behaviours have been taken, and/or address the best interest of the student, and the security, safety and learning environment of all members of the school community.

Impact on the student's education and wellbeing must be carefully assessed. Formal sanctions may also be used to allow time to revise an existing plan OR develop a plan to assist the student to demonstrate expected behaviours on their re-entry to school.

When implementing any formal sanctions, school employees must ensure that no student is unlawfully discriminated against.

GH

I

● **Inappropriate gestures, noises and verbals (Low impact)**
Not directed at anyone in particular.

● **Inappropriate physical touch/gestures and verbal interactions with/at peers/ other students (Moderate impact)**
e.g., 'dacking', touching genitals/anus, gestures and noises that imitate sexual actions and exposing.

● **Inappropriate physical touch/gestures and verbal interactions with/at peers/ other students (High impact)**

● **Inappropriate language (Low impact)**
e.g., swearing in frustration.

● **Inappropriate language (Moderate impact)**
e.g., swearing that is not directed at an individual.

● **Inappropriate language (High impact)**
e.g., high intensity verbal abuse directed at staff or peers.

*GLOSSARY OF TERMS

Level 1 = Low impact   **Level 2 = Moderate impact**   **Level 3 = High impact**

Inappropriate use of ICT (Low impact)
This includes behaviours such as air dropping without teacher permission, taking photos of a student without their permission, playing games during learning time.

Inappropriate use of ICT (Moderate impact)
Ongoing Level 1 behaviours OR moderate impact, e.g., hacking, taking a photo of an adult without permission, inappropriate words/images.

Inappropriate use of ICT (High impact)
Disregard of ICT agreement (personal devices, social media, mobile phone use, threatening, bullying & harassment or using someone else's identity). This is only applicable during school hours and/or if they are using school-based email and/or they are posting images of students wearing the school uniform.

Individualised Positive Support Plan
This is a support plan developed in collaboration with a student, their teacher and a school leader.

JKL

M

Management of Escalated Behaviour Plan/Safety Plan
This is an individualised plan developed in collaboration with a student and his/her Care Team which provides prescriptive guidelines on how to manage a student who is highly escalated.

Manage Risk
Strategies include giving space, making the area safe (removal of items and other students), communicating with the Leadership Team.

Mean on purpose behaviour/ teasing (Low impact)
Isolated inappropriate comment or unkind behaviour.

Mean on purpose behaviour/ Teasing (Moderate impact)
Ongoing unkind behaviour directed towards an individual by a student and/or group of students.

Mean on purpose behaviour/ Teasing (HIgh impact)
Intentionally unkind behaviour directed towards an individual by a student and/or group of students following the Shared Responsibility Process.

N

Non-verbal redirection
A method used to get the class's attention, e.g., clapping hands, ringing a bell, singing a song, raising a hand.

O

1:1 discussion
This is a conversation between the teacher and student after the lesson. It discusses the problem behaviour and re-sets the expectations. The teacher seeks to gather information from the student as to why they are unable to meet the agreed expectations and what they could do that would be helpful.

Out-of-Play (Act of Service) 2nd break only
15 minutes spent doing an Act-of-Service with the duty person. During this time there will be reflective discussions around choice and repair.

P

Partner Class Procedure
A pre-arranged class that you send a student to as a 'circuit breaker'.

Physical misconduct (Low impact)
Engages in non-serious but inappropriate contact, e.g., touching of hair without permission, poking for attention, pinching, scratching.

Physical misconduct (Moderate impact)
With peers/other students, e.g., shoving, whacking below neck, kicking, on-going poking, biting.

Physical misconduct (High impact)
Physical contact that puts others at risk, e.g., contact with head, kicking, use of 'implement/weapon'.

Positive Support Plan
An individualised plan that captures a student's regulation strategies, adjustments and responses when they are unable to meet agreed expectations.

Post-incident responses
Members of the Leadership team to implement pre-assigned post-incident responses following a critical incident.

Property damage (Low impact)
e.g., snapping pencils.

Property damage (Moderate impact)
Intentional damage of equipment and infrastructure, e.g., kicking ball on roof on purpose, breaking toys, graffiti.

Property damage (High impact)
Damage that puts others' safety at risk, e.g., smashing windows, upturning and throwing furniture, throwing objects across the room in anger.

Provide choice
Give the student 2 options to choose from, e.g., would you like to work at your desk or would you like to work outside where it is quiet?.

*GLOSSARY OF TERMS

Q

Questioning to redirect
When a student/s are talking or displaying off task or inappropriate behaviour the teacher questions to redirect using questions, e.g., Do you need help getting started? What should you be doing? Where should you be?.

R

Redirecting to the learning
To redirect student behaviour using positive non-confrontational methods, e.g., eye contact, head movement, smile, hand movement or combinations of these.

Repair & Re-entry Purpose:
to welcome the student back and to restore the relationship. The educator initiates the repair, but it must be on the students' terms. It is not a time to review the student's behaviour or the decision as the student has already received a consequence. *CEDC Policy — It is not mandatory for the student or their parent/carer to attend a re-entry meeting. It is preferred. There is no requirement to make an apology.*

Rough play/Rough games
e.g., slide tackling, tackling, pushing, tripping.

ROC (Record of Concern) — Student Protection Services (SPCMS) Liaise with Student Protection Contacts.

S

Sexualised Behaviour
Please consult with the school counsellor and/or Student Protection Officers. Refer to the Traffic Lights® framework.

● **Stealing (Low impact)**
e.g., taking an item (little value) that belongs to someone else. Isolated incident).

● **Stealing (Moderate impact)**
e.g., taking a valuable item that belongs to someone else and/or ongoing Level 1.

Shared Responsibility Process
This is a process implemented by the Leader of Wellbeing to manage ongoing mean-on-purpose behaviour.

T

Time out/Time in
5–20 minutes.

U

Universal de-escalation strategies
e.g., use empathy, use a familiar supportive adult, provide space, use quiet voice, reduce verbals, offer of preferred item/activity.

VWXYZ