Behaviour Support Plan

APPROVAL DATE:	April 4, 2025
NEXT REVIEW DATE:	April 18, 2028

Mother of Good Counsel School is committed to providing a safe, inclusive and respectful learning and working environment for students, staff, families and visitors.

The Mother of Good Counsel Behaviour Support Plan outlines the responsibilities, processes and behavioural expectations of all stakeholders and reflects the school community's shared expectations in relation to student engagement, attendance and behaviour. It has been co-constructed with a focus on wellbeing and honouring the dignity and diversity of students and staff.

Staff and students at Mother of Good Counsel have the right to a working and learning environment free from abuse or threat, and to achieve their full potential in a safe and supportive setting.

This plan provides an overview of how Mother of Good Counsel will:

- foster and promote positive behaviour in the school community
- be proactive with supporting and managing behavioural incidents
- respond to challenging behaviour with dignity and in line with Mother of Good Counsel's multi-tiered systems of support.

This plan is designed in conjunction with school-based policies and Catholic Education, Diocese of Cairns Student Behaviour Support Policy.

Our School Context

Mother of Good Counsel School is a parish-based, co-educational Catholic school situated in the north of Cairns. Mother of Good Counsel School provides a quality learning environment for children endeavouring to retain the small school atmosphere, where every student is known and valued. We provide up-to-date learning resources and facilities and are staffed by experienced and professional teachers whose pedagogical frameworks are grounded in current research.

The school was founded in 1936 by the Sisters of Mercy and has since grown to accommodate a population of approximately 360 children. The Mercy tradition of actively displaying kindness and compassion is evidenced in the school's awareness and support of community and international concerns. Mother of Good Counsel School's commitment to educational excellence is reflected in its strong focus on student well-being, and success in achieving outcomes for its students that reflect growth and development.

Our Mission

*To foster successful learning
in education and Gospel Values
in a community where each child
is valued and nurtured.*

Rationale

Mother of Good Counsel provides an inclusive education that values diversity and celebrates difference. Diversity is fostered through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We provide opportunities for successful participation in an environment where students are actively engaged in learning. Student behaviour is linked to the quality of the learning experiences. Staff develop and deliver purposeful, authentic and challenging learning experiences that promote positive learning behaviours.

Purpose

The Mother of Good Counsel Behaviour Support Plan prioritises respectful relationships and a safe environment that respects the rights of students to learn, the rights of teachers to teach and the rights of all members of the school community to be safe.

Each person at the school has a right to feel cared for, safe, and ready to learn. We:
- prioritise the wholistic wellbeing of all members of our community
- promote the values of respect, compassion, kindness and love
- acknowledge the worth of all members of the community and their right to work and learn in a positive environment
- maintain consistent environments, expectations and routines
- affirm cooperation as well as responsible independence in learning
- foster self-awareness and regulation, and to develop responsibility for one's own behaviour.

The development and promotion of high-quality relationships is a shared responsibility of all members of the school community. Teachers, students, families, parish members and the wider community are expected to contribute to the mission and vision of the school, honour the dignity of others and acknowledge their obligation to behave responsibly.

This Behaviour Support Plan is designed to support and meet the needs of all students. At times, students with additional or unique needs require adjustments to this plan and are done so in collaboration with parents/carers and staff.

It is vitally important that the school is fully informed of each child's individual circumstances as these may impact upon their physical, functional, emotional and educational needs, particularly where the school is required to provide additional support to the child.

Consultation and Review Process

Development of this plan occurred through consultation and collaboration with

- Leadership Team and school staff

- MoGC MTSS-E team, and internal and external coaches

- MoGC School Board and

- school community through the distribution of the draft plan for comment and review.

The Mother of Good Counsel Behaviour Support Plan was created in alignment with Catholic Education, Diocese of Cairns overarching policies and guidelines:

- Student Behaviour Support
- Student Protection Processes and Guidelines
- Restrictive Practices Policy
- Student Attendance Policy
- Inclusive Practices Policy
- Disability Discrimination Act (1992)
- Disability Education Standards (2005)
- Anti-Discrimination Act (1991)

This plan is reviewed by school community stakeholders every three years to ensure its alignment with Diocesan and school-based policies and procedures.

Our Beliefs About Student Behaviour

At Mother of Good Counsel School, we base our values and behavioural expectations on our model Jesus, our Marian traditions and the scripture '*Let everything you do be done in love' (1 Cor 16:14)*. As a welcoming community who treats each other with respect, compassion, kindness and love, we enliven the gospel in our everyday lives.
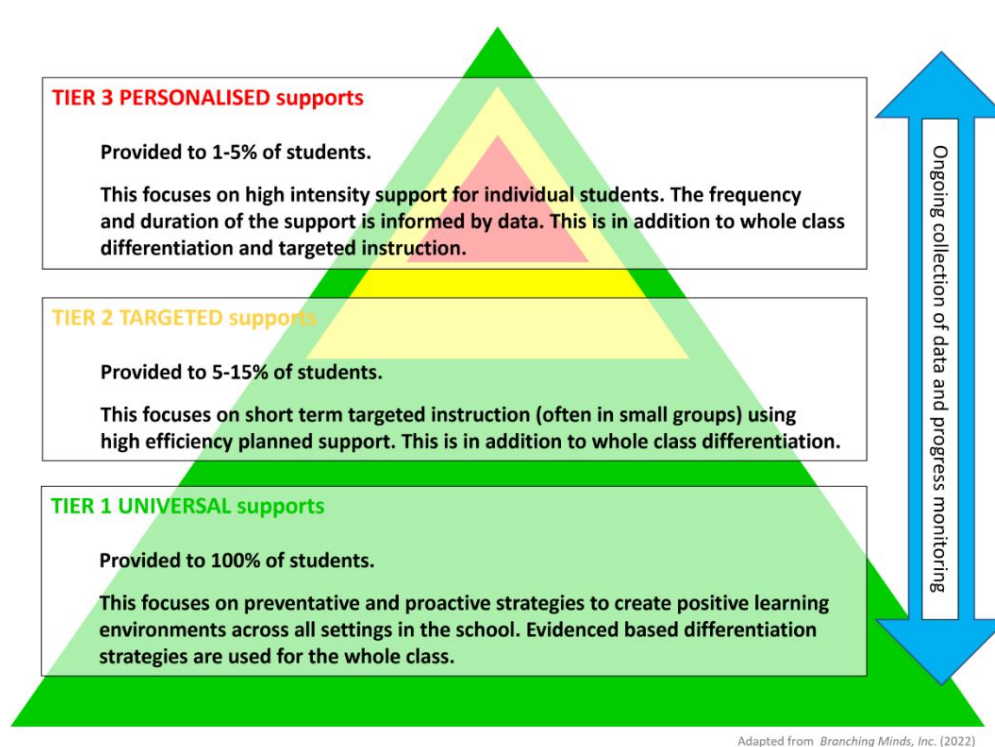
As a community, we believe:

- students, staff, and community members should be treated with respect, kindness and fairness, fostering a culture of mutual understanding.
- in creating a safe and supportive environment where every student feels valued, heard and free from bullying or intimidation.
- students are encouraged to take responsibility for their actions, learn from their mistakes and understand the consequences of their choices.
- behaviour is a method of communication with the intention to have a desired need met.
- in a restorative approach to rebuilding relationships involving collaboration between students, staff and families.
- each child has a unique background. We respect and value the diversity within our school, encouraging inclusion in all activities.
- in fostering empathy, teaching students to recognise the feelings of others and demonstrate compassion in their interactions.
- behaviour is fundamental to effective learning, with students actively engaging in their education and respecting the learning process.

A Multi-tiered System of Support for Students – a whole school approach

What is a Multi-tiered System of Support?

At Mother of Good Counsel, supports for learning, behaviour and engagement are incorporated across three tiers, dependant on students' individual needs. This approach acknowledges that students need differing levels of supports to be successful at school.

The aim of implementing a MTSS framework is to increase academic and social progress achievement for students through evidence-based practices. This is aided by data collection and documentation of student behaviour that informs decision making.

TIER 3 PERSONALISED supports

Provided to 1-5% of students.

This focuses on high intensity support for individual students. The frequency and duration of the support is informed by data. This is in addition to whole class differentiation and targeted instruction.

TIER 2 TARGETED supports

Provided to 5-15% of students.

This focuses on short term targeted instruction (often in small groups) using high efficiency planned support. This is in addition to whole class differentiation.

TIER 1 UNIVERSAL supports

Provided to 100% of students.

This focuses on preventative and proactive strategies to create positive learning environments across all settings in the school. Evidenced based differentiation strategies are used for the whole class.

Ongoing collection of data and progress monitoring

Adapted from *Branching Minds, Inc.* (2022)

Tier 1: School-wide, universal strategies that support low impact behaviours

Mother of Good Counsel implements culturally inclusive, school-wide preventative and early intervention strategies and practices that support positive behaviours, including:
- establishing predictable, consistent and routine-based school and classroom environments
- providing environments that are conducive to positive behaviours and effective engagement in learning
- student participation in the development and implementation of school and class expectations
- explicit Social Emotional Learning instruction – Second Step, Friendology, Zones of Regulation
- Classroom Management for Student Engagement
- Reflective Processes for Classroom Management
- modifying teaching and learning processes to meet student needs
- monitoring attendance and academic progress of students to identify students at risk and foster early intervention
- data collection and documentation of student behaviour that informs decision making (Engage)

- professional development that enables the implementation of universal supports
- parent support, engagement and education – MoGC Connect, Coffee on the Deck, Fathering Project, parent engagement evenings, Circle of Security
- in class strategies that promote self-regulation – low sensory space, movement breaks

Tier 2: Targeted, small group strategies that support moderate impact behaviours

Targeted 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). In addition to Tier 1 strategies, some students may require targeted support to meet behavioural standards, including regular attendance. Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher referral to our Diverse Learner's Management Team. Students are supported through staged responses, including:

- small group instruction that focuses on social skills
- small group initiatives that foster engagement and wellbeing – Chat Mat, Lunch Bunch, Seasons for Growth, Lego Group
- check-in system with support staff
- engagement with the Wellbeing Support Teacher
- data collection and documentation of student behaviour that informs decision making (Engage)
- development of Positive Support Plans (PSP) and/or Individual Behaviour Support Plan (IBSPs) as required
- parent collaboration through parent-teacher meetings and Care Team Meetings
- implementation of support strategies that assist the student to independently or co-regulate – low sensory space, movement breaks in addition to existing plans
- case management meetings with parents/carers, staff, Diocesan therapists and/or consultants

Tier 3: Personalised, intensive strategies that support major impact behaviours

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. High impact behaviours are identified with the intention to reduce the frequency and intensity of escalation. Support provided to students is aligned directly with individual student goals and targets through:
- data systems that provide accurate, timely and practical information for making decisions about the fidelity and impact of individualised interventions.
- highly individualised plans that consider student interests and strengths, focus on building skills and develop alternate preferred behaviours and consider the function of the behaviour:
  - o Personalised Learning Plan (PLP)
  - o Individualised Behaviour Support Plan (IBSP)
  - o Functional Behaviour Analysis (FBA)
  - o Student Safety Plan
- engagement with the school counsellor
- supports that foster attendance and engagement
- engagement with CEDC therapists and consultants, and external support services.

Early Intervention

Mother of Good Counsel utilises a range of preventative and early intervention strategies to support student behaviour. These include:

- clearly defining, teaching, modelling and reinforcing whole school expectations.
- displaying positive statements of whole-school universal expectations.
- establishing consistent whole school consequences for minor, moderate and major impact behaviours
- establishing whole-school procedures and data collection systems (Engage) for identifying students who require academic, engagement, attendance and/or behavioural support.
- assessing students early and comprehensively to ensure appropriate selection and implementation of interventions.
- utilising evidence-based interventions, which are monitored and regularly reviewed for students identified as requiring additional support.
- understanding the function of a child's behaviour to assist and respond positively to their needs.
- Diverse Learners Management Team (DLMT) referrals and consultation.

Student Behaviour Support Team & Professional Learning for Staff

Each staff member plays a role in supporting the learning, engagement and wellbeing of students. When staff require support to manage behaviours, they submit a Request for Support to the Diverse Learners Management Team (Principal, APA, Leader of Diversity, Wellbeing Support Teacher, Counsellor). This team assesses the request and determines the appropriate support or therapeutic services.

Each year, staff complete Mandatory Training modules assigned by CEDC, Disability Training and diabetes, asthma and anaphylaxis training. Staff are provided with MTSS-E training and professional learning that enables them to meet the specific needs of the students in their class.

Community Rights and Responsibilities

Students – Rights and Responsibilities

Faith	
Students have the *right* to: • make unique contributions by participating in the faith life of the school	Students have the *responsibility* to: • respect, participate in and support the faith life of the school
Learning	
Students have the *right* to: • actively learn • access an environment that promotes learning • a supportive environment that fosters high individual expectations	Students have the *responsibility* to: • actively engage with their own learning • engage in behaviours that enable staff to teach • support, value and respect the learning of others • develop and maintain high expectations of themselves as a learner
Behaviour	
Students have the *right* to: • be treated with dignity and respect through the behaviour support and management process • have behaviour modelled and taught, and receive feedback as required • participate in restorative practices when relationships have been fractured	Students have the *responsibility* to: • model Mother of Good Counsel's expectations: be respectful, be responsible and be safe • reflect on their behaviour and acknowledge the impact of their behaviour on others
Safety & Wellbeing	

Students have the *right* to:
• be treated with respect, acceptance and understanding
• be safe and free from risk of harm to self, others and property
• learn and play in an environment that supports the mental and physical wellbeing of themselves and others
• learn and play in a safe, supportive and inclusive environment
	Students have the *responsibility* to:
	• treat others with respect, acceptance and understanding
	• follow the reasonable directions and requests of staff
	• respect and honour
	  o the physical and mental safety of others
	  o the rights and property of others
	• report unsafe or disrespectful behaviour
	• behave in a way that is respectful of themselves, their family and school

Communication	
Students have the *right* to: • respectful communication from students and staff • appropriate and effective systems of communication to and from students and staff • express themselves and voice concerns through appropriate methods • respectful and dignified communication	Students have the *responsibility* to: • contribute appropriately to discussions and be respectful of others' opinions and decisions • express themselves through appropriate methods • engage online with thought and respect

Staff – Rights and Responsibilities

Faith	
Staff have the *right* to: • resources and professional learning to teach Religious Education • opportunities to develop and grow in formation of faith • participate in the faith life of the school	Staff have the *responsibility* to: • support, promote and actively participate in the faith life of the school • deliver a high standard of Religious Education • be familiar with Mercy and Marian Charism • provide opportunities for meaningful prayer and meditation
Learning	
Staff have the *right* to: • high quality, evidence-based professional development • accessible classroom resources • be treated professionally by students, staff, parents/carers and the wider school community • teach without major disruption	Staff have the *responsibility* to: • be prepared for teaching each day • deliver an inclusive and comprehensive curriculum that promotes engagement in learning • cater for the diverse needs of learners • utilise evidence-based pedagogies • foster positive attitudes toward teaching and learning • prioritise learning during class time • provide students with frequent and specific feedback to improve their learning and optimise engagement • actively participate in professional development • meet deadlines and seek support when required
Behaviour	
Staff have the *right* to: • be treated with dignity and respect • be supported with managing student behaviours • professional development to support student behaviour • clear processes to support and manage behaviour of students and parents/carers • professional development to foster positive behaviours in the classroom and school • a clear and explicit Behaviour Support Plan • cease engagement with student and parents/carers when the environment becomes physically and psychologically unsafe • a collaborative relationship with parents/carers and consultants to support the behaviour of students	Staff have the *responsibility* to: • develop and maintain positive relationships with students, staff and parents/carers • follow the school's Behaviour Support Plan • be familiar with and align practices to relevant policies, guidelines and procedures • utilise reinforcement strategies to effectively respond to behaviour • employ practices that establish and maintain a climate for appropriate behaviour • implement preventative and early intervention strategies to manage and support attendance and behavioural issues • follow processes of MTSS-E including agreed routines and procedures

Safety & Wellbeing	
Staff have the _right_ to: • work and teach in a safe, supportive and inclusive environment • be treated with dignity and respect by students, staff, parents/carers and the wider school community • feel valued and appreciated for their contributions to Mother of Good Counsel School • be informed and trained in current WHS requirements and child protection legislation and guidelines • Employee Assistance Program and related health services	Staff have the _responsibility_ to: • be punctual to class, school events and duties • actively supervise students • be aware of the diverse circumstances and needs of students and provide support accordingly • ensure rolls are marked accurately and in a timely manner • actively contribute to the school community • adhere to the responsibilities of student protection guidelines and other legislation relevant to the profession of teaching • adhere to WHS guidelines and directions for self, students and other members of the community • ensure classrooms and working environments are kept clean and tidy • access appropriate health and wellbeing support when needed
Communication	
Staff have the _right_ to: • respectful communication from students, staff and parents/carers • appropriate and effective systems of communication • voice concerns or grievances through the appropriate methods as defined by the school and CEDC • information regarding changes to usual procedures or timetables with adequate lead time to make allowance for these changes • information that impacts the engagement of students in the school setting	Staff have the _responsibility_ to: • openly communicate with parents/carers regarding their child's circumstances: academically, behaviourally, socially, emotionally, spiritually, physically • utilise appropriate methods for communication with parents/carers and students • voice concerns or grievances through appropriate methods and in a professional and solutions-focused manner • inform relevant stakeholders of information that impacts individual student wellbeing • respond to communication in a timely and respectful manner • listen to, read and act on school communication processes • maintain positive work relationships • be open-minded and flexible with changes to procedures or timetables

Parents/Carers – Rights and Responsibilities

Faith	
Parents/Carers have the *right* to: • participate in the faith life of the school • be informed of masses and liturgies in a timely manner	Parents/Carers have the *responsibility* to: • be supportive of the school's mission and catholic education of their child • be a positive advocate for the faith life of the school and religious education • respect and support the Mercy and Marian Charism of the school
Learning	
Parents/Carers have the *right* to: • high quality education for their child, and teaching and learning practices that are adjusted in a collaborative process • understand the expectations of the curriculum and seek support on how to assist their child at home • expect class time to prioritise learning	Parents/Carers have the *responsibility* to: • foster positive and respectful relationships towards the child's teacher and school staff • understand and respect differences in students • prioritise learning time by arriving at school on time and scheduling vacations in the designated holiday periods • support educational tasks through consolidation at home • partner with the school to support their child's learning • respect teaching and learning time and appropriately schedule meetings outside of teaching time when possible • engage with external agencies, as required to support and benefit their child's learning and engagement
Behaviour	
Parents/Carers have the *right* to: • be treated with dignity and respect through the behaviour support and management process • a collaborative relationship with staff and consultants to support the behaviour of their child • a clear and concise Behaviour Support Plan	Parents/Carers have the *responsibility* to: • have high expectations of their child's behaviour • understand and support the school's behavioural expectations • comply with the school's Behaviour Support Plan and the CEDC Parent and Volunteer Code of Conduct • support the school in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of enrolment • understand that inappropriate behaviour and interaction with the school community, by a child or parent/carer, that impacts the working relationship with the school, may result in termination of student enrolment

Safety & Wellbeing	
Parents/Carers have the *right* to: • a safe school environment for their child • clear processes that explicitly teach expectations, procedures and routines that promote the safety and wellbeing • a school with high expectations of students in all areas of growth and development • engage in a safe environment	Parents/Carers have the *responsibility* to: • ensure their child is ready for learning by providing adequate health, nutrition and sleep • advise the school of changes that impact their child's safety, wellbeing and learning • support and respect the school's expectations and procedures • ensure children adhere to the correct uniform guidelines • provide accurate and current information including relevant medical/specialist reports, reports from previous schools, court orders and parenting agreements • follow the procedure for absences, late arrivals, early departures and entering classroom environments • abide by the Parent and Volunteer Code of Conduct
Communication	
Parents/Carers have the *right* to: • formal and informal information regarding their child's progress • information regarding significant issues that impact their child • voice concerns or grievances through the appropriate methods as defined by the school • respectful and dignified communication	Parents/Carers have the *responsibility* to: • contact their child's teacher as the first point of contact for their child • inform the school of matters relating to their child's wellbeing and learning • communicate concerns or grievances directly with the school • demonstrate respect and courtesy for all members of the school community

Student Behaviour Expectations Matrix

Mother of Good Counsel's school-wide expectations (Be Respectful, Be Responsible, Be Safe) encourage consistent communication, establish a common language of expectations across all settings and promote the school's Catholic Identity for students, staff and school community.

The school behaviour expectations matrix is a visual tool that outlines the expectations of behaviours expected of students and staff to know, practise and demonstrate. These expectations allow staff to teach proactively and to provide students and families with a positive message about behaviours for learning at school.

Underpinning our approach is **Let everything you do be done in love** *(1 Cor 16:14).*

	Be Respectful	Be Responsible	Be Safe
All Areas	• use manners and polite language • follow adult instructions • be inclusive of others – consider and respect individual differences • respect and care for the school environment • respect others personal space and property • wait your turn • THINK (are your words/actions **T**rue, **H**elpful, **I**nspiring, **N**ecessary, **K**ind?) • show empathy to others • look after the environment	• be in the right place at the right time • wear uniform correctly • be honest • ask for help when needed • apply Second Step problem solving steps • put rubbish in the bin • leave mobile phones in bag or give to teacher	• keep hands, feet and objects to yourself • walk on concrete • enter a room only when a staff member is present • solve problems with words • use equipment safely
Learning Areas	• raise your hand to speak • respect others right to learn and the teachers right to teach • encourage others • listen respectfully • follow class expectations	• be organised • listen to instructions • try your best • be persistent • focus attention (stay on task) • actively participate in learning activities • be assertive • attempt all tasks	• enter a room only when a staff member is present • ask permission to leave the room
Eating Areas	• respect food intolerances and differences • use manners	• put rubbish in the bin • eat own food • put lunch box in right place • wait to be dismissed by the teacher • take uneaten food home • collect lunch boxes at the end of each lunch	• sit in the designated area • use good hygiene • sit on a stool or at a table
Play Areas	• play fairly • play by the rules • share equipment • include others • be encouraging • stop, name your feeling, calm down	• use school equipment • return equipment to right place • play in designated area • access play areas between 8:10am and 2:50pm	• be sun safe; no hat; no play • always wear shoes • remain in school grounds • play safe games

	Be Respectful	Be Responsible	Be Safe
Toilets	• respect the privacy of others • one person per cubicle	• use the allocated toilets for their intended purpose • keep toilets clean • flush toilet	• wash hands well
Tuckshop	• wait patiently • use manners	• place orders before school • collect orders before breaks	• wait your turn
Transitions	• wait quietly • walk quietly • be respectful of other classes	• line up sensibly • move promptly in the allocated time • finish games when the bell goes	• move between classes in an orderly manner • use arrows and walk on the left side of stairs • enter and exit rooms in an orderly manner
Before and After School	• represent MoGC with pride • be respectful and courteous to all members of the community	• leave valuables at home • sit in designated areas until dismissed • wait in P-3 eating when arriving before 8:10am • wait to be instructed before leaving Stop-Drop-Go • store bags, bikes, scooters and skateboards in their designated area	• follow bike and road safety rules • use supervised crossings • wear correct safety equipment • sign in by an adult when arriving late • sign out by an adult when leaving early • walk bike/scooter/ skateboard in school grounds • go straight home or to an agreed location • arrive at school between 8:10am and 8:25am
Transport	• use inside voices • leave transport clean	• wear seatbelt • face forward	• keep body parts and objects inside the vehicle • wear seatbelt

	Be Respectful	Be Responsible	Be Safe
Online	• use respectful language and images when communicating on devices • ask permission before photographing, recording or filming • respect and follow the iPad classroom expectations • use device assigned to your name	• use devices for school related purposes • use school email accounts for school related purposes • access and save images and video related to school activity • ensure devices are used and stored safely • report breakages or loss to staff • alter settings on devices when instructed to • log out of shared devices after use	• keep personal information private • keep passwords private • never post personal photos, or photos of other students online
Hub	• use a quiet talking voice • take turns; wait to speak • respect mistakes • give others time to have a go	• try your best • look after shared materials • leave the Hub tidy • finish games when the bell goes	• be supportive and encouraging • walk safely to and from the hub • wait at the door before entering
Library	• use clean hands to handle books and turn pages with care. • place returned books in the return chute • handle toys, games and equipment with care.	• place books, toys, games and furniture in their designated space when you have finished with them • place items back where you found them. • only teachers are allowed behind the desk and to use the barcode scanner.	• walk • play games and use cushions in open spaces • students are permitted in the library when a staff member is present
Church	• enter quietly • join in with responses and songs • listen and pay attention to the priest, teachers and readers • participate appropriately	• follow directions to sit, stand, sing and kneel • line up carefully and safely • stay with your class	• keep walkways clear • keep hands and feet to yourself • walk in and out calmly

Attendance Expectations

Ensuring students attend school each day for the educational program they are enrolled is a legal requirement, unless there is a reasonable reason (sickness or natural disaster). In line with Catholic Education, Diocese of Cairns, our attendance goal is for 90% (or above) of students attending for 90% (or more) of learning time.

Full details on attendance, expectations to promote attendance, and attendance/absence procedures are set out in the Catholic Education, Diocese of Cairns procedure regarding Student Attendance - Primary.

Student Behaviour Support Practices:

Teaching Expected Behaviour

Effective and positive behaviour acquisition requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). The primary goal for staff at Mother of Good Counsel is to create a positive environment that enables student learning and fosters social and emotional growth. A major contributor to a positive learning environment is interpersonal relationships.

For the school and classroom to be a safe, enjoyable and engaging learning environment, expectations need to be met. At the commencement of each school year, teachers work with their class to unpack the Behaviour Expectation Matrix, develop class expectations based on these and determine constructive and age-appropriate consequences for when expectations are and are not met. Clear and consistent routines and procedures provide students with a predictable and safe environment.

Class expectations and consequences are regularly reviewed by leadership, staff and students.

Encouraging Productive Behaviours for Learning and Being

Reinforcing and providing behavioural feedback encourages and motivates students to engage positively and proactively in the school environment. Through this, they learn expected behaviours and maintain skills and dispositions to automaticity.

Mother of Good Counsel implements culturally inclusive strategies to reinforce and recognise appropriate achievement and progress which may include verbal recognition, individual, class and team awards, communication with parents/carers and the wider school community as appropriate. The domains recognised include academic, behaviour, spiritual, the arts, sporting and pastoral.

Three Tiers of Behaviour

Expectations for student engagement are established at the beginning of the school year, term, day and lesson. When student behaviour occurs, the response and management process is implemented according to the impact caused. Staff work together to identify and develop response strategies for Minor, Moderate and Major behaviours, to determine an accurate distinction between behaviour types and foster a consistent response from staff across the school.

To effectively respond to behaviour, an accurate distinction between minor, moderate and major behaviours is necessary (Appendix 1).

Minor Behaviours

When behaviour has minor impact on learning and/or engagement, the student is reminded of and redirected to the expected behaviour. The management of minor behaviour, and related consequences, are the responsibility of the staff member present at the time of the incident.

Examples of Minor behaviours:
- minor breaches of the school expectations
- do not seriously harm others or are likely to harm others
- do not violate the rights of others in a serious way
- have no established pattern or repetition
- are managed and supported in the moment by the staff member present
- may require parent contact by the classroom teacher

Minor behaviours may result in responses including:
- effective, universal classroom management strategies
- in-class time-out / regulation space
- movement break / circuit breaker
- redirection and opportunity to demonstrate the appropriate behaviour
- documenting on Engage by the witnessing staff member.

Moderate Behaviours

Minor behaviours that are ongoing, or cannot be selectively attended to, are classified as Moderate Behaviours. The management of behaviour that causes moderate impact are managed by classroom staff, with the support of the middle and senior leadership team, as required. When behaviour causes a moderate impact, or requires time-out of the learning environment, the classroom teacher makes direct contact with parents/carers.

Examples of moderate behaviours:
- repeated minor behaviours that disrupt teaching, learning and engagement
- cause incidental physical or emotional harm
- repeated mean-on-purpose behaviour
- ongoing task avoidance / defiance
- property damage / misuse

Moderate behaviours may result in responses such as:
- Care Team Meeting with staff, parents/carers
- restorative practices between the students, peers and/or school staff
- time out of the learning environment: peer-support class
- alternative lunch time activity
- parent contact
- development of an Individual Positive Support Plan
- documentation on Engage by the witnessing staff member

Major Behaviours

Major behaviours require involvement of the leadership team due to their severity. When major disruption occurs, staff members ensure the immediate environment is safe and calmly engage in strategies that support the safety and wellbeing of students and staff.

Examples of major behaviours:

- significant violation of the rights of others
- risk of harm to others / self
- persistent moderate behaviour that has a high impact on the safety, learning and wellbeing of others

Major behaviours may result in responses such as:

- conducting a risk assessment to evaluate student behaviour, safety and wellbeing
- Care Team Meeting with stakeholders
- development of an Individual Behaviour Support Plan
- time out from the learning / play environment (Administration)
- documentation on Engage by the witnessing staff member
- alternative lunch time activity
- loss of privileges e.g. representing school, attending excursion
- exclusionary period from class / school
- consultation with Diocesan directorates
- cancellation of enrolment

Responding to Student Behaviour

Mother of Good Counsel utilises the Prevent, Teach and Reinforce model. Staff adjust the curriculum and environment to *prevent* or minimise behaviour triggers from occurring; *teach* the student new skills or replacement behaviours; and *reinforce* positive behaviour through consistent staff response and feedback.

When determining a response to student behaviour that does not meet school expectations, the approach is to:

- explore the function of undesirable behaviour
- be age-appropriate and relate directly to the unacceptable behaviour
- be consistent and fair
- minimise the impact on learning
- explicitly teach, model and reinforce desired behaviours
- support the safety and wellbeing of students and staff
- in the event that staff and students are impacted by major behaviour, communication may be shared at the class, cohort or school level, at the discretion of the Leadership Team

THE FUNCTIONS OF BEHAVIOUR
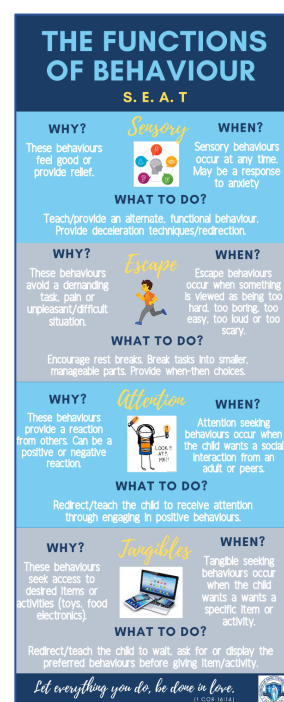
SUPPORTING STUDENT SUCCESS RESPONSE TO BEHAVIOUR ACTIONS

'Let everything you do be done in love' (1 Cor 16:14).

At Mother of Good Counsel School, our values and behavioural expectations are based on our model Jesus, Marian traditions and scripture. As a welcoming community who treats each other with respect, compassion, kindness and love, we enliven the gospel in our everyday lives and recognise that each person has the right to be respected, to feel safe and be safe and has an obligation to behave responsibly.

Through the gospels, Jesus demonstrates how to treat and interact with others. These stories emphasise **Honour** and **Truth** and reflect:

- Showing empathy
- Being responsible for our choices
- Being a supportive upstander
- Respecting ourselves and others
- Acknowledging mistakes and restoring damaged relationships.

As a Catholic community, Mother of Good Counsel School is committed to fostering successful learning in education and gospel values in a community where each child is valued and nurtured.

We do this through:

- Treating students with compassion, dignity, respect and unconditional positive regard.
- Fostering strong partnerships with parents/carers as the first educators
- Communicating effectively and working collaboratively with students, parents/carers and staff.
- Implementing pastoral practices that are proactive and inclusive.
- Implementing quality classroom practices informed by best practice
- Establishing consistent, co-constructed and visible classroom expectations

- Establishing and implementing predictable classroom routines
- Providing consistent instruction regarding self-monitoring and self-regulation skills for all learners
- Explicitly teaching and reinforcing the MoGC Expectations: BE SAFE, BE RESPECTFUL, BE RESPONSIBLE
- Exploring why students may experience difficulty with meeting the agreed expectations and implementing appropriate adjustments
- Using high rates of positive feedback and opportunities to respond
- Active supervision practices within the classroom and non-classroom environments.

TIER 1
Low intensity / minor impact

Teacher-managed action
Staff initiated problem solving
Reinforced through classroom management

The student is at the centre:

Consider what need is not being met.

EXAMPLES OF **MINOR BEHAVIOUR** MAY INCLUDE:

- Inappropriate gestures, noises & verbal interactions
- Work avoidance / refusal
- Exiting area without permission
- Stealing

- Property misuse/damage
- Late to class
- Inappropriate language
- Cheating
- Low level disruption

- Playing in the wrong area
- Rough play
- Physical misconduct
- Inappropriate use of ICT resources
- Sexual behaviour (Appendix 2)

- Mean on purpose/ teasing behaviour
- Irreverent Church behaviour
- Inappropriate dress / no uniform
- Refusal to follow instructions
- Uniform violation

PROCESSES TO MAINTAIN STUDENT BEHAVIOUR:

Staff adjust the curriculum and environment to **prevent** or minimise behaviour triggers from occurring; **teach** the student new skills or replacement behaviours; and **reinforce** positive behaviour through consistent staff response and feedback.

Reflect
Teacher considers the function of the student's behaviour and what need is not being met.

Restoring Relationships
Student is welcomed back to the environment. When the student appears ready, staff member engages with the student to repair the relationship. This is an opportunity to positively move forward as the consequence has been completed.

Communicate & Collaborate
Lead by Classroom Teacher
Classroom teacher:
- notifies parent/carer of behaviour and its impact
- notifies parent/carer supports utilised to prevent / minimise behaviour from reoccurring
- provides ongoing reinforcement and feedback to student

Plan and Adjust Curriculum / Environment
- goal-based adjustments implemented

Recording
- file related emails and communication
- record conversations in meeting book
- update planning to include adjustments

Is my response constructive, age appropriate, developmentally appropriate, culturally appropriate and personalised?

Students may receive some of the following supports:

EXAMPLES OF RESPONSES MAY INCLUDE:

Effective Classroom Strategies
(Appendix 3)
Non-verbal redirection

Cueing with parallel acknowledgement

Redirecting to the learning

Expectation reminder

Questioning to redirect

Provide choice

1:1 discussion

Regulation Support
Low-sensory space to work in

Regulation/ movement break

Circuit Breaker
Follow through with class-based response (Time in)

Use of peer support process
(Appendix 4)

Consequences
Playground / transition errors: follow through with play-based consequence
(eg. 10 min walk with duty teacher and discussion)

Support Plan
Class-based reward system

Follow responses as per Positive Support Plan

TIER 2
Moderate intensity / moderate impact

Classroom Teacher consultation with Leadership Team
Teacher managed action supported by additional staff
Additional consultative problem-solving

EXAMPLES OF **MODERATE BEHAVIOUR** MAY INCLUDE:

The student is at the centre:

Consider what need is not being met.

Inappropriate physical touch/ gestures noises and verbal interactions	Property misuse/damage	Physical misconduct	Repeated mean on purpose behaviour/ teasing
	Inappropriate language	Inappropriate use of ICT resources	Repeated refusal to follow instructions
Work avoidance and refusal (ongoing)	Stealing	Sexual behaviour
Appendix 2	
	Exiting classroom without permission		Ongoing Tier 1 behaviour errors

PROCESSES TO MAINTAIN STUDENT BEHAVIOUR:

Staff adjust the curriculum and environment to **prevent** or minimise behaviour triggers from occurring; **teach** the student new skills or replacement behaviours; and **reinforce** positive behaviour through consistent staff response and feedback.

Reflect
Consider the function of the student's behaviour and what need is not being met. Staff and student:
- develop impact statement with those impacted
- develop behavioural contract

Restoring Relationships
Student is welcomed back to the environment and staff engages to repair the relationship. This is an opportunity to positively move forward as the consequence has been completed.

Communicate & Collaborate
Lead by Classroom Teacher
Tier 1 communication +
- Care Team Meeting and share / discuss adjustments and plans with parent / carer

Plan and Adjust Curriculum / Environment
- monitor, review and update plans to reflect adjustments
- possible engagement with Counsellor / CEDC consultants
- targeted social-emotional skill development

Recording
- Lodge a Request for Support via Engage
- record behaviour and communication on Engage

EXAMPLES OF RESPONSES INCLUDE:

Is my response constructive, age appropriate, developmentally appropriate, culturally appropriate and personalised?

Students may receive some of these outlined supports:

Regulation Support	Circuit Breakers	*Consequences*	*Shared Responsibility Process*
Low-sensory Time-In space	Alternative workspace (with targeted learning tasks)	Out-of-Play (Act of Service)	Impact statement from those impacted
Regulation/ movement break	Follow through with class-based responses (Time-in / Time-out)	Internal Supervision (out of class) with targeted learning tasks)	Commitment statement
Time-out peer support space		Loss of privileges	Behaviour Contract
	Use of peer-support class	Targeted learning opportunities	**Individualised Plans**
Individualised Behaviour Support Plan (IBSP)
			Functional Behaviour Assessment (FBA)

TIER 3
High intensity / major impact

Intensive Response by Leadership Team
Individualised case-management
Consultation with external consultants

The student is at the centre:

Consider what need is not being met.

EXAMPLES OF **MAJOR BEHAVIOUR** MAY INCLUDE:

Major disruption

Self-harm / threat of self-harm

Leaving school without permission

Sexualised behaviour
(Appendix 2)

Property misuse / damage

Intentional swearing &/or extreme verbal aggression

Use of or possession of illicit substances

Intentional, extreme, deliberate physical aggression

Major inappropriate use of ICT resources

Verbal/physical threat directed towards staff, students or others

Mean on purpose/ teasing with the intention to harm

Refusal to follow adult instructions

Use of or possession of a weapon

PROCESSES TO MAINTAIN STUDENT BEHAVIOUR:

Staff adjust the curriculum and environment to *prevent* or minimise behaviour triggers from occurring; *teach* the student new skills or replacement behaviours; and *reinforce* positive behaviour through consistent staff response and feedback.

Reflect
Consider the function of the student's behaviour and the physical / psychological impact on self / others:

Restoring Relationships
Student is welcomed back to the school environment through supported re-entry process lead by the Leadership Team.

Communicate & Collaborate
Lead by Leadership Team
Tier 2 communication +
- ongoing, regular stakeholder meetings
- engagement with external consultants and therapists

Plan and Adjust Curriculum / Environment
- creating an individualised curriculum and/or environment for successful engagement

Recording
- record incidents and communication on Engage
- meeting minutes

Is my response constructive, age appropriate, developmentally appropriate, culturally appropriate and personalised?

Students may receive some of these supports:

EXAMPLES OF RESPONSES MAY INCLUDE:

Assess & Manage Risk
Conduct Risk Assessment for Behaviour, Safety & Wellbeing.

Regulation Support
Universal de-escalation strategies

Consequence
Disciplinary consequences are based on the severity / impact of behaviour and applied according to the individual needs and situation

Formal Sanctions
Loss of privileges

Internal / External Suspension

Exclusion

Principal's decision in collaboration with CEDC

Individualised Plans
Individual Safety Plan

Individual Behaviour Support Plan (IBSP)

Behaviour Responses

When a student becomes disengaged from learning or disrupts the learning of other students, staff move through a continuum of Classroom Management for Student Engagement strategies, from least to most intrusive, to modify the behaviour to the school expectations and re-engage the student in learning. Strategies to support Tier 1 behaviours are implemented within the classroom.

Withdrawing privileges

Mother of Good Counsel School can withdraw student privileges as a consequence of breaching behavioural expectations. Specific privileges withdrawn may vary between students based on the student's individual support plan, however they may include representing the school at sporting events, extracurricular activities, excursions, camps, opportunities for student leadership roles, accessing devices or attendance at a school event. This consequence is time-limited and the risk to the student's engagement is considered. The student and parents/carers are made aware why privileges are withdrawn, and how they should engage for privileges to be reinstated.

Time-out from class

If a student's behaviour moderately or majorly impacts the rights of students to learn, the capacity of a teacher to teach or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities for a period.

Schools have a duty of care to ensure that students are always supervised, including when they are removed from a class. As appropriate, parents/carers are informed of such withdrawals.

Peer Support Class

Ongoing disruption, or the student not taking the opportunity to re-regulate, requires the students to have Time-out in a Peer Support Class for a period This gives staff and students an opportunity to regroup and re-regulate.

On arrival at the Peer Support Class
- the student does not participate in the support class' activity, they quietly complete work or reflect at a designated work area
- after a predetermined time, the student returns to their classroom, works through a re-entry process with their teacher and rejoins their classroom lesson
- the class teacher notifies the child's parent/carer via email that their child required time out from the learning environment.

When a student arrives at a buddy class unwilling to be respectful, responsible and/or safe, a member of the Leadership Team is called to support the student and teacher.

When a student
1. refuses to attend the Peer Support Class,
2. arrives at a Peer Support Class unwilling to be respectful, responsible and/or safe or
3. does not re-enter productively

a member of the Senior Leadership Team is called to support the student and teacher.

Students may remain out of class for the remainder of the day at the discretion of the Leadership Team, and an Engage entry is made by the teacher. A member of the Leadership Team discusses the inappropriate behaviour with the student, and parents/carers are notified of their child's escalating behaviour and removal from the classroom by the Leadership Team.

Ongoing disengagement or behaviour impacting the learning and/or wellbeing of the student or others may result in a meeting with parents/carers.

A restorative re-entry process takes place when students have required time-out from the learning or environment:

- **What did you do/What happened?**
- **What expectation was not met?**
- What can be done to fix things?
- **What might you do differently next time?**
- What should happen if the same or similar behaviour occurs again?

Formal Sanctions

In some instances, it may be appropriate to suspend or exclude a student who consistently compromises the safety and order of the school and to protect the wellbeing of and teaching and learning environment for remaining students and staff.

Suspension and exclusion are serious sanctions and are for when interventions and support have not produced a satisfactory response, or where there is a threat to another person and immediate action is required. Decisions to implement these additional sanctions consider a student's individual circumstances and in collaboration with parents/carers.

Suspension

A suspension is an enforced period of absence from attending Mother of Good Counsel Catholic School, used by the principal (or delegate) when other options have been exhausted, or the student's behaviour is considered a risk to the safety or wellbeing of the school community. The duration of Suspension may vary according to the individual circumstances of each incident.

Suspension allows the parties involved to reflect on and discuss the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.

In all cases, the student and their family are informed of the grounds on which the decision to suspend has been made. Notification may take place by phone to a member of the family, who will also be notified of the suspension in writing.

While a student is externally suspended from Mother of Good Counsel School, their care and supervision are responsibility of their family, and the student may not attend school. Prior to the student's return to Mother of Good Counsel, a re-entry meeting is organised to facilitate the student's re-engagement. This meeting is offered as a support for the student to assist in their successful re-engagement at Mother of Good Counsel following suspension.

Exclusion

Exclusion is 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.

Exclusion is the full-time withdrawal of a student's right to attend Mother of Good Counsel Catholic School and school related events.

A recommendation to exclude a student from the school is enacted by the principal and submitted for approval by the CEDC Executive Director. The student and their family are notified in writing that there will be an initial period of suspension for ten (10) school days, and that exclusion from Mother of Good Counsel Catholic School is being recommended. This letter will also outline the reasons for the proposed action.

Student Safety

The safety and wellbeing of students is at the forefront of any decision making. Where necessary Mother of Good Counsel implements strategies to ensure the school community's safety and wellbeing.

Strategies include:
- Access to school counselling
- Establishment of Student Protection Officer group
- Supported lunch time activities
- Parent engagement information sessions
- Risk assessment and Individual Behavioural and Safety support planning

Data Informed Decision Making

The CES 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 capacity to record behavioural incidents so 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.
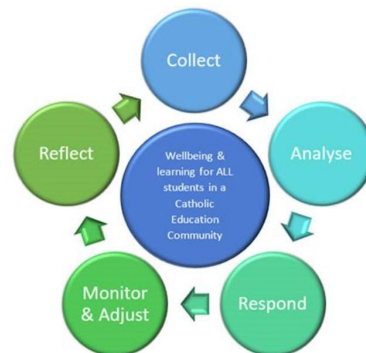
Relevant Cairns Catholic Education Policies

- CEDC Student Protection Processes & Guidelines
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Student Attendance policy (Primary)
- Inclusive Practices 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)

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Definitions

Behavioural terms

Behaviour	A person's words and actions, and how these are directed toward others.
Appropriate behaviour	Behaviour that contributes to the positive school and learning environment, and aligns with school expectations, codes of conduct and behavioural expectations.
Inappropriate behaviour (including bullying, harassment and victimisation),	Actions, words or physical gestures that could be perceived to cause another person's distress or discomfort. Unacceptable behaviour may take the form of gestures, written, verbal, e-mail communication or social media.
Discriminatory conduct	Conduct where an individual is treated less favourably based on an attribute, including sex, race, sexual orientation, age, disability, religion, physical appearance or belief.
Bullying	Offensive, intimidating, malicious or insulting behaviour, abuse or misuse of power that undermines, humiliates or injures another person. Bullying involves a series or pattern of events in which one individual demonstrates unacceptable behaviour towards another individual. An imbalance of power based on age, size or number of people involved is present.
Challenging behaviour	Behaviour that significantly challenges the day-to-day functioning of the school. The behaviour impacts learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment
At risk behaviour	Behaviour that has the potential to cause physical, emotional or psychological harm or injury to self or others.

Educational Terms

CEDC	Catholic Education, Diocese of Cairns.
Social-emotional Learning (SEL)	The process through which individuals develop the skills to understand and manage emotions, build positive relationships, make responsible decisions, and thrive socially and academically.
Personalised Learning Plan (PLP	Teaching and learning program that builds on students' interests, strengths, goals and learning needs, and addresses the cognitive, affective, physical, social and aesthetic needs of students.
Individualised Behaviour Support Plan (IBSP)	A personalised strategy designed to understand and support a student's unique needs, promoting positive behaviour and learning through consistent, proactive approaches.
Functional Behaviour Analysis (FBA)	Process used to identify the purpose or cause of a behaviour by examining what happens before, during, and after it, in order to develop effective support strategies.
Positive Support Plan (PSP)	A Tier 2 proactive, strengths-based approach that outlines strategies to encourage positive behaviour and support a student's individual needs, promoting their wellbeing and success.
Student Safety Plan	A personalised, proactive plan designed to keep a student safe by outlining specific strategies, supports, and responses to help them manage challenging situations or behaviours.
Fathering Project	An evidence-based organisation that aims to promote positive fathering behaviours and fathers' engagement with their children.
Circle of Security	A relationship-based early intervention program that helps caregivers strengthen their bond with children by promoting secure attachment through understanding and responding to emotional needs.
Engage	An online database recording information and data relating to students in the Cairns Diocese.

	Low Intensity/ Minor Impact	Moderate Intensity/ Moderate Impact	High Intensity/ Major Impact
Cheating	Representing another person's work as their own. *Isolated incident of copying answers.*	Ongoing instances of representing another person's work as their own.	Dishonest use of intellectual knowledge *Using another person's language, ideas or writing without acknowledging its original source. Signing another person's name eg. a parent or teacher.*
Disrespect	Student responding to staff inappropriately. Using words or tone of voice that shows disrespect to staff and students. Lack of care for the environment. *Rolls eyes, sulks, raises voice, turns away, lies, displays bad sportsmanship, litters, pull leaves from trees*	Ongoing instances of inappropriately engaging with students and staff. *raises voice at a staff member, repeated mean-on-purpose behaviour*	Targeted and personal actions toward a student or staff member. *yelling, swearing, inappropriate physical gestures*
Disruption	Isolated incidents of inappropriate disruption. *talks out of turn, interrupts others, makes unnecessary noise that distracts, talks to a peer in class*	Persistent behaviour causing an interruption in a class or an activity. *sustained loud talking, yelling, repetitive noise with materials, continued out-of-seat behaviour, refusal to accept support and/or move to time out areas.*	Continued behaviour that stops learning and teaching and threatens the psychosocial safety of others. *evacuation of learning space*
Exiting Classroom without Permission	Remaining in view of adult	Out of view of adult	Leaving school grounds
Verbal Aggression & Inappropriate Language	Swearing in frustration. Isolated name calling/putdowns. *Calling someone an "idiot", swearing if they kick their toe*	Ongoing incidents of targeted name calling and putdowns. Swearing. *swearing that is not directed at an individual, swearing in frustration*	Aggressive, targeted verbal abuse directed at staff or students. Language (overt / 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, threats*

	Low Intensity/ Minor Impact	Moderate Intensity/ Moderate Impact	High Intensity/ Major Impact
Inappropriate dress code/uniform	Students wears clothing that is not within the school's dress code. *Non-sun smart clothing on casual day, isolated incidence of make-up / nail polish*	Repeated and ongoing violation of the dress code is addressed and rectified with parent.	
Physical misconduct	Engages in non-serious but inappropriate contact, not directed at anyone in particular *touching/pulling hair without permission, poking for attention, pulling shirt, climbing trees above fence height, pushing in line, slide tackling in soccer, pushing, tripping, rugby tackling*	Ongoing incidents of inappropriate contact with students. *hitting, shoving, slapping, kicking, ongoing poking, spitting*	Physical contact directed towards a person intended to harm, distress, coerce or cause fear that puts them at risk and may cause injury. **Any physical contact with staff.** *hitting, punching, hitting with an object, kicking, pulling hair, scratching, use of an object or weapon, engaging in games that intentionally cause harm*
Inappropriate use of ICT resources	Engages in non-serious, inappropriate (as defined by the school) use of mobile phone, smart watch, iPad, camera and/or computer *air dropping images, taking photos without permission, inappropriate words/images, messaging parents from school-based device.*	Ongoing inappropriate online behaviour *taking photos and distributing without permission (non-offensive content), taking a (non-offensive) photo of an adult without their permission, inappropriate words or images*	Disregard of MoGC ICT agreement and global digital citizenship when managing personal / school devices and social media *taking offensive photos and distributing without consent, taking a photo of an adult and distributing online, using content to threaten, bully or harass, uploading photo or video of others to social media without consent, accessing inappropriate websites, using someone else's log in details, inappropriate additions to social media, stealing a person's identity and impersonating them online, sending sexually explicit images*
Late to class	Arriving late to class after a lunch / toilet / movement break.	Ongoing incidents of being late back from lunch / toilet / movement breaks.	
Mean on purpose behaviour/ teasing	Verbal or physical interactions *isolated mean-on-purpose behaviour: name calling, exclusion, divisive behaviour, manipulating friendships*		Repeated, intentional, unkind behaviour directed towards an individual by a student and/or group of students where there is an imbalance of power (bullying).

	Low Intensity/ Minor Impact	Moderate Intensity/ Moderate Impact	High Intensity/ Major Impact
Being in the wrong area	Being in an area within the school grounds that has been designated "off limits" *in toilets, playing in non-designated areas, hiding from staff.*	Ongoing incidents of being in an area within the school grounds that has been designated "off limits"	Being is areas that are of high safety risk. Hiding that results in a school lockdown.
Property misuse/damage	Misusing property or using equipment differing from its design or purpose. *snapping pencils, mobile phone switched on at school, upturning bin*	Intentional damage of equipment and buildings. *kicking ball on roof deliberately, breaking resources, graffiti*	Substantially destroying or disfiguring property. Damaging property that puts self or others at risk. *smashing windows, upturning and throwing furniture, throwing objects across the room in anger, written obscenity, vandalism, arson*
Refusal to follow adult instructions	failure to respond to reasonable adult requests		Failure or refusal to comply or follow directions, a resistance to authority *Refusing a reasonable request of an adult, talking back in an angry and/or rude manner, ignoring/walking away from staff, running away*
Sexual behaviour	SEE TRAFFIC LIGHTS (Appendix 2)		
	Sexual behaviours that are display age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation. *dacking within a friendship group, self-soothing (refer to Appendix 2 for more examples)*	Gestures and noises that imitate sexual actions *dacking outside a friendship group, persistent self-soothing* *(refer to Appendix 2 for more examples)*	Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability. 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* *(refer to Appendix 2 for more examples)*
Stealing	Taking an item that belongs to someone else (isolated incident)	Taking an item that belongs to someone else or ongoing Tier 1 behaviour.	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it. *Stealing school or personal property*
Use of or possession of illicit substances			Possessing or using illegal drugs/ substances. *Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment*

	Low Intensity/ Minor Impact	Moderate Intensity/ Moderate Impact	High Intensity/ Major Impact
Work avoidance / Academic disengagement	Failure to complete a set piece of work in a clearly specified time frame *Off task behaviours (drawing, reading, sharpening pencil, toilet breaks, drink breaks)* *Working on an app/site not relevant to learning*	Ongoing reluctance to engage with learning and completion of tasks,	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*
Weapon possession or use			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*
Combustibles Use or Possession	.	Possessing and showing (not operating) a lighter or matches on school grounds	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, fuel, lighter fluid*

3. RESPOND

What you can do to address the child's needs

All behaviour has a function. When adults understand why the behaviour may be occurring, they can respond by helping to meet the needs of the child or young person in effective ways.

Behaviour usually reflects a range of needs. Many strategies may be required to respond to children with concerning or harmful behaviours. It is also important to address the needs of the people who have an impact on the lives of children or young people e.g. family, carers, teachers and support workers.

Strategies for meeting the need could include:

- [ ] give accurate facts and information about sexuality
- [ ] teach social skills
- [ ] support healthy friendships and relationships
- [ ] teach about privacy and make home and other environments private and safe
- [ ] make clear rules and reinforce them with praise or consequences
- [ ] have consistency between homes, family, school, community
- [ ] supervise during times of risk
- [ ] monitor behaviour and review support strategies
- [ ] restrict access to previous victims or vulnerable others and explain why
- [ ] limit time spent with people who bully or who also show concerning sexual behaviours
- [ ] remove from situations where risk of harm, exploitation, abuse or neglect is suspected
- [ ] check for infections or injuries and get medical attention if needed
- [ ] provide information and support to family, carers and staff
- [ ] get family counselling or therapy
- [ ] referral to other services

Relationships and sexuality education encourages open and clear communication to provide a foundation for the development of healthy sexual behaviours and attitudes.

Topics for education may include:

- body parts
- being private
- personal safety
- puberty
- managing periods
- types of touch
- relationships
- safe sex
- reproductive health
- contraception
- sexual abuse issues
- sexual health checks
- sexual functioning
- self esteem and feelings
- decision making

Taking action

Most sexual behaviours are normal and healthy and will be in the green category. Green light behaviours present opportunities to communicate with children and young people about healthy sexuality.

Orange or red light behaviours are less common. They indicate the need to pay attention, monitor, supervise, provide sexuality and personal safety education and may also require therapy, protection from harm or a legal response. All green, orange and red light behaviours require some form of action and support.

How serious is the behaviour?

When sexual behaviour raises concern or involves harm to others, the behaviour is serious.

If the answer to any of the following is yes, adults have a duty of care to take action.

The behaviour:

- [ ] is against the law
- [ ] is against organisational policy
- [ ] is of concern to others
- [ ] provides a potential risk to the child
- [ ] provides a potential risk to others
- [ ] interferes with the child's relationships
- [ ] is life threatening

Sexual behaviour and the law

There are many different laws relating to aspects of sexuality and sexual behaviour.

- Sexual activity must be voluntary and mutually agreed by those involved.
- The age of consent to sexual intercourse varies from 16 to 17 depending on where you live.
- A person must be able to consent to sexual activity. Age, intellectual and psychological ability to understand and give full permission is taken into account. This includes being intoxicated by drugs or alcohol.
- Incest or sexual activity between close family members is against the law. Close family members could include defacto, step, foster and biological relatives.
- Taking, sharing, selling, storing or posting sexual images of a person under the age of 18 is against the law.
- Children from 10 years old can be charged for sexually abusing others. Their ability to understand their actions is taken into account when working out if they can be liable.

⚠️ **Report harm or abuse** – If you are aware of, or reasonably suspect, a child has been or is being sexually abused, or is at risk of sexual abuse or is at risk of sexually abusing others, you should contact child protection services or the police.

WHAT DO YOU THINK? green, orange or red?

Use the traffic lights framework to identify these scenarios

1. Harry, aged 8, masturbates for most of the day at school. When masturbating he will often expose his penis to the rest of the class.

2. Teekai, aged 13, spends a lot of time alone in his bedroom with the door shut. When his mum knocks on the door he tells her to go away. Lately he is putting his sheets and pyjamas into the washing basket to be washed every morning.

3. Gayle, aged 12, often tries to sit on the lap of her mum's male friends. When she does, she will talk about their bodies and say that it is OK for them to kiss her. Sometimes she likes to dance for them and says she is being a pop star.

4. Alex, aged 15, spends lots of time chatting to friends on the internet. Recently, Alex made a new friend, 'Sexy Boy', online. The more they chat, the more Alex feels attracted to 'Sexy Boy' and thinks about making a time to meet him in person. Alex talks to a friend about it.

5. Marley and Ashmita, both aged 4, are playing in the cubby house and have both taken their underpants off. They are looking at and touching each other's genitals.

6. Harper, aged 7, tells her teacher that she has seen Lucas, aged 13, touching her best friend Cindi's vagina.

7. Tilly, aged 16, is overheard telling her close friends about having intercourse and oral sex with her boyfriend. He is a 17 year old at the same school. She tells them that she enjoys it.

Suggested answers: 1 = red 2 = green 3 = orange 4 = orange 5 = green 6 = red 7 = green

WHERE TO GET HELP

Talking about concerns helps prevent harm or abuse.

Parentline: 1300 30 1300 — www.parentline.com.au
Lifeline: 13 11 14 — www.lifeline.org.au
Relationships Australia: 1300 364 277 — www.relationships.org.au
1800Respect Online: 1800 737 732 — www.1800respect.org.au
Child Safety Services (Qld): 1800 177 135 — www.communities.qld.gov.au/childsafety/protecting-children

Contact Child Protection or Police Services in your state or territory if a child or adult requires protection from harm.

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FOR MORE INFORMATION

For more information about resources and training using the Traffic Lights® framework, visit our website or phone 07 3250 0240.

true relationships & reproductive health
www.true.org.au

SEXUAL BEHAVIOURS IN CHILDREN & YOUNG PEOPLE

A guide to **IDENTIFY, UNDERSTAND** and **RESPOND** to sexual behaviours

Knowing how to identify and respond to sexual behaviours in children and young people helps adults to support the development of healthy sexuality and protect young people from harm or abuse.

Sexuality is integral to a person's identity and develops throughout life. It is natural for children and young people to express their sexuality through their behaviour. Healthy sexual behaviour may be expressed in a variety of ways through play and relationships and relates to the stage of development.

Sexual behaviours are not just about sex. They include any talk, touch, questions, conversations and interests which relate to sexuality and relationships.

When children or young people display sexual behaviour which increases their vulnerability or causes harm to another, adults have a responsibility to take action to provide support and protection.

Children and young people who have a disability, have been abused or have experienced other disruptions to their development or socialisation, may be at increased risk of exposure to, or of developing, unsafe or harmful sexual behaviours. Adults who care for these young people have a duty of care to provide relevant information and support.

1. IDENTIFY

What is the behaviour? green, orange or red?

Sexual development is influenced by many factors. The environment in which children grow, develop and interact has a significant influence on their knowledge, attitudes and behaviours. When using the Traffic Lights® framework to establish whether the sexual behaviour of children or young people is normal, concerning or harmful, it is necessary to consider the current social, cultural and familial context.

The chart on the next page lists specific examples of green, orange and red light behaviours at various ages. These are examples only and must be considered in context. Take into account the age and ability level of the child, young person and others involved as well as the location, frequency and nature of the behaviour.

Use the Traffic Lights® framework to identify the characteristics of the behaviour and the way it occurs and then follow steps 2 and 3 to understand and respond. All green, orange and red behaviours require some level of information, support and protective response.

red — sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading signal the need to provide immediate protection and follow up support

orange — sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability signal the need to monitor and provide extra support

green — sexual behaviours that are normal, age appropriate, spontaneous, curious, mutual, light hearted and easily diverted experimentation provide opportunities to talk, explain and support

true

2. UNDERSTAND

What the behaviour is telling you

Children show their needs and wants through their behaviours. Understanding the reason behind a child's sexual behaviour is important. When children or young people do not have the language, experience or ability to seek help, adults must look carefully at the behaviour to interpret it.

When sexual behaviours are identified as concerning or harmful, it is essential to think about why the child or young person is exhibiting the behaviour. Reviewing the behaviour and the way it happens will help you understand what is going on for the child and indicate what is needed.

Q1. What are the issues or concerns regarding the child or young person and their behaviour?

_____

_____

_____

_____

Q2. What might these concerns indicate?

☐ lack of accurate sexuality information
☐ boredom or loneliness
☐ curiosity
☐ sexual excitement
☐ lack of social skills
☐ medical needs
☐ conflict in relationships
☐ confusion about sexuality, relationships and sexual activities
☐ lack of rules and consequences
☐ lack of information about the risks of the behaviour
☐ overexposure to explicit sexual activity and materials
☐ lack of adult supervision and support
☐ experience of physical, emotional or sexual abuse or neglect
☐ lack of consistency across environments
☐ anxiety about adult or family relationships

Understanding the child or young person and the issues that may be contributing to the behaviour guides the planning of effective responses.

Expressing sexuality through sexual behaviour is natural, healthy and a basic aspect of being human. Sexual behaviour which makes children or young people vulnerable or causes harm to another requires adult intervention to provide support and protection.

All children and young people have the right to be safe.

RED

Sexual behaviours which indicate or cause harm because they are:
- excessive, compulsive, coercive, forceful, degrading or threatening
- secretive, manipulative or involve bribery or trickery
- not appropriate for the age and stage of development
- between children with a significant difference in age, developmental ability or power

These behaviours signal the need to provide immediate protection and follow up support.

0 to 4 years
- compulsive masturbation which may be self injurious, of a persistent nature or duration
- persistent explicit sexual themes in talk, art or play
- disclosure of sexual abuse
- simulation of sexual touch or sexual activity
- persistently touching the genitals/private parts of others
- forcing other children to engage in sexual activity
- sexual behaviour between young children involving penetration with objects, masturbation of others, oral sex
- presence of a sexually transmitted infection

5 to 9 years
- compulsive masturbation e.g. self injuring, self harming, seeking an audience
- disclosure of sexual abuse
- persistent bullying involving sexual aggression e.g. pulling/lifting/removing other children's clothing, sexually threatening notes, drawing, text messages
- sexual behaviour with significantly younger or less able children
- accessing the rooms of sleeping children to touch or engage in sexual activity
- simulation of, or participation in, sexual activities e.g. oral sex, sexual intercourse
- presence of a sexually transmitted infection
- persistent sexual activity with animals
- using mobile phones and internet which includes giving out identifying details or sexual images

10 to 13 years
- compulsive masturbation e.g. self harming, seeking an audience
- engaging vulnerable others in a process to gain sexual activity by using grooming techniques e.g. gifts, lies, flattery
- force or coercion of others into sexual activity
- oral sex and/or intercourse with a person of different age, developmental ability and/or peer grouping
- presence of sexually transmitted infection or pregnancy
- deliberately sending and/or publishing sexual images of self or another person
- arranging a face to face meeting with an online acquaintance
- sexual contact with animals
- sexual activity in exchange for money or goods
- possessing, accessing or sending child exploitation materials e.g. photos of children naked or in sexual activities

14 to 17 years
- compulsive masturbation e.g. self harming, in public, seeking an audience
- preoccupation with sexually aggressive and/or illegal pornography
- sexual contact with others of significant age and/or developmental difference
- engaging others in a process to gain sexual activity by using grooming techniques e.g. gifts, manipulation, lies
- deliberately sending and/or publishing sexual images of another person without their consent
- arranging a meeting with an online acquaintance without the knowledge of a peer or known adult
- sexual contact with animals
- sexual activity in exchange for money, goods, accommodation, drugs or alcohol
- forcing or manipulating others into sexual activity
- possessing, accessing or sending child exploitation materials

ORANGE

Sexual behaviours which cause concern because of:
- persistence, intensity, frequency or duration of behaviours
- the type of activity or knowledge for the age and stage of development
- inequality in age, size, power or developmental ability
- risk to the health and safety of the child or others
- unusual changes in a child's behaviour

These behaviours signal the need to monitor and provide extra support.

0 to 4 years
- masturbation in preference to other activities
- preoccupation with sexual behaviours
- persistently watching others in sexual activity, toileting or when nude
- explicit sexual talk, art or play
- following others into private spaces e.g. toilets, bathrooms to look at them or touch them
- pulling other children's pants down or skirts up against their will
- touching the genitals/private parts of other children in preference to other activities
- attempting to touch or touching adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive
- touching the genitals/private parts of animals after redirection

5 to 9 years
- masturbation in preference to other activities, in public, with others and/or causing self injury
- explicit talk, art or play of sexual nature
- persistent questions about sexuality despite being answered
- persistent nudity and/or exposing private parts in public places
- persistently watching or following others to look at or touch them
- pulling other children's pants down or skirts up against their will
- persistently mimicking sexual flirting behaviour too advanced for age, with other children or adults
- touching genitals/private parts of animals after redirection
- use of mobile phone and internet with known and unknown people which may include giving out identifying details

10 to 13 years
- masturbation in preference to other activities, in public and/or causing self injury
- persistent explicit talk, art or play which is sexual or sexually intimidating
- accessing age restricted materials e.g. movies, games, internet with sexually explicit content
- persistent expression of fear of sexually transmitted infection or pregnancy
- marked changes to behaviour e.g. older or adult flirting behaviours, seeking relationships with older children or adults in preference to peers
- engaging in sexual activities with an unknown peer e.g. deep kissing, mutual masturbation
- oral sex and/or intercourse with a known partner of similar age and developmental ability
- using mobile phones and internet with unknown people which may include giving out identifying details

14 to 17 years
- sexual preoccupation which interferes with daily function
- intentional spying on others while they are engaged in sexual activity or nudity
- explicit communications, art or actions which are obscene or sexually intimidating
- repeated exposure of private parts in a public place with peers e.g. flashing
- unsafe sexual behaviour, including unprotected sex, sexual activity while intoxicated, multiple partners and/or frequent change of partner
- presence of sexually transmitted infection or unplanned pregnancy
- oral sex and/or intercourse with known partner of more than two years age difference or with significant difference in development
- arranging a meeting with an online acquaintance accompanied by a peer or known adult
- using mobile phones and internet to send or receive sexual images of another person with their consent

GREEN

Sexual behaviours which are part of normal and healthy development and are:
- spontaneous, curious, light hearted, easily diverted, enjoyable, mutual and consensual
- appropriate to the child's age and development
- activities or play among equals in terms of age, size and ability levels
- about understanding and gathering information, balanced with curiosity about other parts of life

These behaviours provide opportunities to talk, explain and support.

0 to 4 years
- comfort in being nude
- body touching and holding own genitals
- unselfconscious masturbation
- interest in body parts and functions
- wanting to touch familiar children's genitals during play, toilet or bath times
- participation in make believe games involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine", playing 'family'
- asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath

5 to 9 years
- increased sense of privacy about bodies
- body touching and holding own genitals
- masturbation, usually with awareness of privacy
- curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine", playing 'family'
- curiosity about sexuality e.g. questions about babies, gender, relationships, sexual activity
- telling stories or asking questions, using swear words, 'toilet' words or names for private parts
- use of mobile phones and internet in relationships with known peers

10 to 13 years
- growing need for privacy
- masturbation in private
- curiosity and seeking information about sexuality
- use of sexual language
- interest and/or participation in girlfriend or boyfriend relationships
- hugging, kissing, touching with known peers
- exhibitionism amongst same age peers within the context of play e.g. occasional flashing or mooning
- use of mobile phones and internet in relationships with known peers

14 to 17 years
- need for privacy
- masturbation in private
- accessing information about sexuality
- viewing materials for sexual arousal e.g. music videos, magazines, movies
- sexually explicit mutual conversations and/or use of humour and obscenities with peers
- interest and/or participation in a one on one relationship with someone of the same or other sex
- sexual activity with a partner of similar age and developmental ability (ability to consent must be considered)
- use of mobile phones and internet in relationships with peers

Traffic lights adapted from the Child at Risk Assessment Unit. (2000). Age Appropriate Sexual Play and Behaviour in Children. Canberra: Australian Capital Territory Government Community Care. 5-11.

Selective attending	Strategically choosing not to intervene immediately
Proximity	strategic placement or movement by the teacher in order to encourage positive behaviour.
Non-verbal cue	techniques include eye contact, hand gestures, picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary.
Non- verbal redirection	A method used to gain the class's attention eg clapping his hands, ringing the bell, singing a song, raising a hand
Cueing with parallel acknowledgement	To acknowledge students' on-task behaviour with the intention of prompting another to follow suit. (eg 'I like the way Ben is …')
Verbal redirecting to learning	To redirect student behaviour using positive non- confrontational methods (eg eye contact, head movement, smile, hand movement or a combination of these)
Rule reminders	To ensure that everyone is clear about what is, and what is not, regarded as responsible and safe in a particular context. The key is the clear articulation and regular reinforcement of teacher expectations.
Questioning to redirect	When a student/s are talking or displaying off task or inappropriate behaviour, the teacher questions to redirect using questions (eg Do you need help getting started? What should you be doing? Where should you be?)
Provide choice	Give the student 2 options to choose from (eg would you like to work at your desk or would you like to work outside where it is quiet?)
Follow through with 1:1 discussion	This is a conversation had between the teacher and the 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.

AERO Classroom Management Practice Guide