

# SWPBS

## Family Handbook.

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### School Wide Positive Behaviour

We are  
respectful



We are  
responsible



We try our  
best



Inclusion.  
Innovation.  
Success.



Aberfeldie  
Primary School

School Wide Positive Behaviour Support (SWPBS) is an evidence-based framework for schools for preventing and responding to student behaviour. Instead of using many different behaviour management strategies, a consistent system of expectations for all students is implemented.

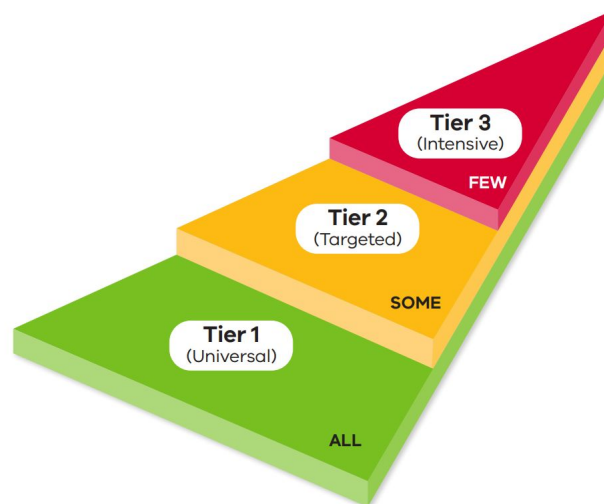
SWPBS practices include teaching behavioural expectations and acknowledging students for following them. It involves the establishment of a continuum of behaviour support that considers all students and emphasises prevention, rather than just reacting to inappropriate behaviour.

There are three tiers of SWPBS Interventions and Supports:

Tier 1 – targets the whole school population to promote and enhance wellbeing by increasing prosocial behaviour, emotional wellbeing, skill development and mental health

Tier 2 – targets 10-15% of students who require additional teaching and learning. Support is collaboratively developed and focused on increasing skill development and improving relationships, especially in the classroom.

Tier 3 – targets 1-5% of students who are identified as having the highest need. Support is highly individualised, comprehensive and developmentally appropriate.



## How are academic errors and behaviour errors similar?

### Academic Error

- Errors are accidental.
- Errors can be due to low motivation
- Errors are inevitable.
- Errors signal the need for teaching.
- Students with learning difficulties need adjustments.

### Behaviour / Social Error

- Errors are accidental.
- Errors can be due to low motivation
- Errors are inevitable.
- Errors signal the need for teaching.
- Students with learning difficulties need adjustments.

- *If a child doesn't know how to read, we **teach and we provide learning opportunities.***
- *If a child doesn't know how to swim, we **teach and we provide learning opportunities.***
- *If a child doesn't know how to multiply, we **teach and we provide learning opportunities.***
- *If a person doesn't know how to drive, we **teach and we provide learning opportunities.***
- **However, if a student doesn't know how to behave, we.....teach? Punish?**

Herner, 1998

At Aberfeldie Primary School, we teach behaviour as relentlessly as we teach reading or other academic content. Why? We teach because it works. Teaching clarifies what all students should know and be able to do, as well as where, when and to what criteria to demonstrate the behaviour.

The science behind behaviour is clear that:

- Students are not born with bad behaviour
- Students do not learn better ways of behaving by **only** receiving punishments
- To learn expected behaviour, students must be taught
- To retain behaviours, students need feedback and opportunities to practice.

## Teaching Structure:

Every behaviour skill outlined in the school Matrix is explicitly taught to all students, in all classes.

The school structure includes:

- A **whole school behaviour curriculum scope and sequence** for each term and week
- A **weekly lesson** that all students are explicitly taught. These lessons are designed to be short (5-10 minutes) and follow the simple structure of 'tell, show, practise'



The teacher tells the students the behaviour skill, explains why it is important and what it looks like.

The teacher shows students what the skill looks like by acting it out. The teacher also shows non-examples.

Students then actively practice the skill or behaviour whilst the teacher gives targeted feedback

At Aberfeldie, we have three clearly defined expectations for behaviour that apply to all students, in all settings. These are:



## We are Respectful



## We are Responsible



## We Try our Best

‘We are Respectful’ means **treating everyone and everything with kindness and care.**

‘We are Responsible’ means **doing what is expected and owning our actions.**

‘We try our Best’ means **putting effort into everything we do.**

### Expected Behaviour Matrix:

The Aberfeldie Expected Behaviour Matrix defines what these expectations explicitly look like in all settings across the school.

















Expectations	Classroom	Yard	Canteen	Toilets	Digital	Corridors
<b>We are Respectful</b> 	<ul style="list-style-type: none"> <li>We listen to the speaker</li> <li>We follow teacher instructions</li> <li>We are kind to others &amp; use manners</li> <li>We keep hands and feet to ourselves</li> <li>We show care for belongings and property</li> </ul>	<ul style="list-style-type: none"> <li>We share and take turns</li> <li>We include others</li> <li>We use kind words</li> <li>We use appropriate language</li> <li>We follow teacher instructions</li> <li>We play fair</li> </ul>	<ul style="list-style-type: none"> <li>We use manners such as please and thank you</li> <li>We wait our turn</li> <li>We are quiet</li> </ul>	<ul style="list-style-type: none"> <li>We are kind to others</li> <li>We show care and respect for the spaces</li> <li>We respect others privacy</li> </ul>	<ul style="list-style-type: none"> <li>We take care of devices</li> <li>We are kind on all platforms</li> <li>We only use our own devices</li> <li>We keep private information private</li> <li>We ask before taking someone's photo</li> </ul>	<ul style="list-style-type: none"> <li>We enter and exit classes calmly</li> <li>We are silent or whisper</li> <li>We stay to the left</li> </ul>
<b>We are Responsible</b> 	<ul style="list-style-type: none"> <li>We are on time</li> <li>We have our materials ready</li> <li>We tidy up after ourselves</li> <li>We use inside voices</li> <li>We walk and move safely inside</li> </ul>	<ul style="list-style-type: none"> <li>We wear hats (September to April)</li> <li>We look after the school</li> <li>We stay in bounds</li> <li>We arrive back to class on time</li> <li>We play non-contact sports</li> </ul>	<ul style="list-style-type: none"> <li>We walk in line</li> <li>We put litter in the bin</li> <li>We only spend our money on ourselves</li> </ul>	<ul style="list-style-type: none"> <li>We use the toilet appropriately</li> <li>We leave the area clean</li> <li>We report problems to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>We only use school approved apps</li> <li>We only use our iPads when instructed</li> <li>We keep our ipads in our bags before and after school</li> <li>We store our iPads safely</li> <li>We hand in phones to the office</li> </ul>	<ul style="list-style-type: none"> <li>We walk safely</li> <li>We stay in line</li> <li>We keep corridors and hallways tidy</li> </ul>
<b>We try our Best</b> 	<ul style="list-style-type: none"> <li>We stay on task</li> <li>We put in our best effort</li> <li>We work cooperatively with everyone</li> <li>We give all tasks a go</li> <li>We ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>We solve problems</li> <li>We ask for help and tell a teacher when needed</li> <li>We are safe</li> <li>We say sorry and own our actions</li> </ul>	<ul style="list-style-type: none"> <li>We are ready with our orders</li> <li>We help others</li> </ul>	<ul style="list-style-type: none"> <li>We get in, get out</li> <li>We ask for permission during learning time</li> <li>We are waterwise</li> </ul>	<ul style="list-style-type: none"> <li>We stay on task when working digitally</li> <li>We report all inappropriate material</li> <li>We are cybersafe</li> </ul>	<ul style="list-style-type: none"> <li>We ask permission to leave the class or to go in the hallway</li> <li>We stay together</li> <li>We transition quickly to start learning</li> </ul>



**Expected Behaviour Matrix: In the classroom**



**Classroom: Positive Behaviour Expectations**

<p><b>We are Respectful</b></p> 	<p>We listen</p> 	<p>We are kind</p>  <p>We follow instructions</p>	<p>We are kind</p>  <p>We keep hands and feet to ourselves</p>	<p>We look after belongings</p> 	
<p><b>We are Responsible</b></p> 	<p>We are on time</p> 	<p>We tidy up</p> 	<p>We use inside voices</p> 	<p>We walk safely inside</p> 	
<p><b>We Try our Best</b></p> 	<p>We stay on task</p> 	<p>We give our best effort</p> 	<p>We work together</p> 	<p>We give all tasks a go</p> 	

**Expected Behaviour Matrix: In the yard**



**Yard: Positive Behaviour Expectations**



<p><b>We are Respectful</b></p> 	<p>We share &amp; take turns</p> 	<p>We include others</p> 	<p>We use kind words &amp; appropriate language</p> 	<p>We follow teacher instructions</p> 	<p>We play fair</p> 
<p><b>We are Responsible</b></p> 	<p>We wear hats (September to April)</p> 	<p>We look after the school</p> 	<p>We stay in bounds</p> 	<p>We arrive at class on time</p> 	<p>We play non-contact sports</p> 
<p><b>We Try our Best</b></p> 	<p>We solve problems</p> 	<p>We get teacher help</p> 	<p>We are safe</p> 	<p>We say sorry and own our actions</p> 	

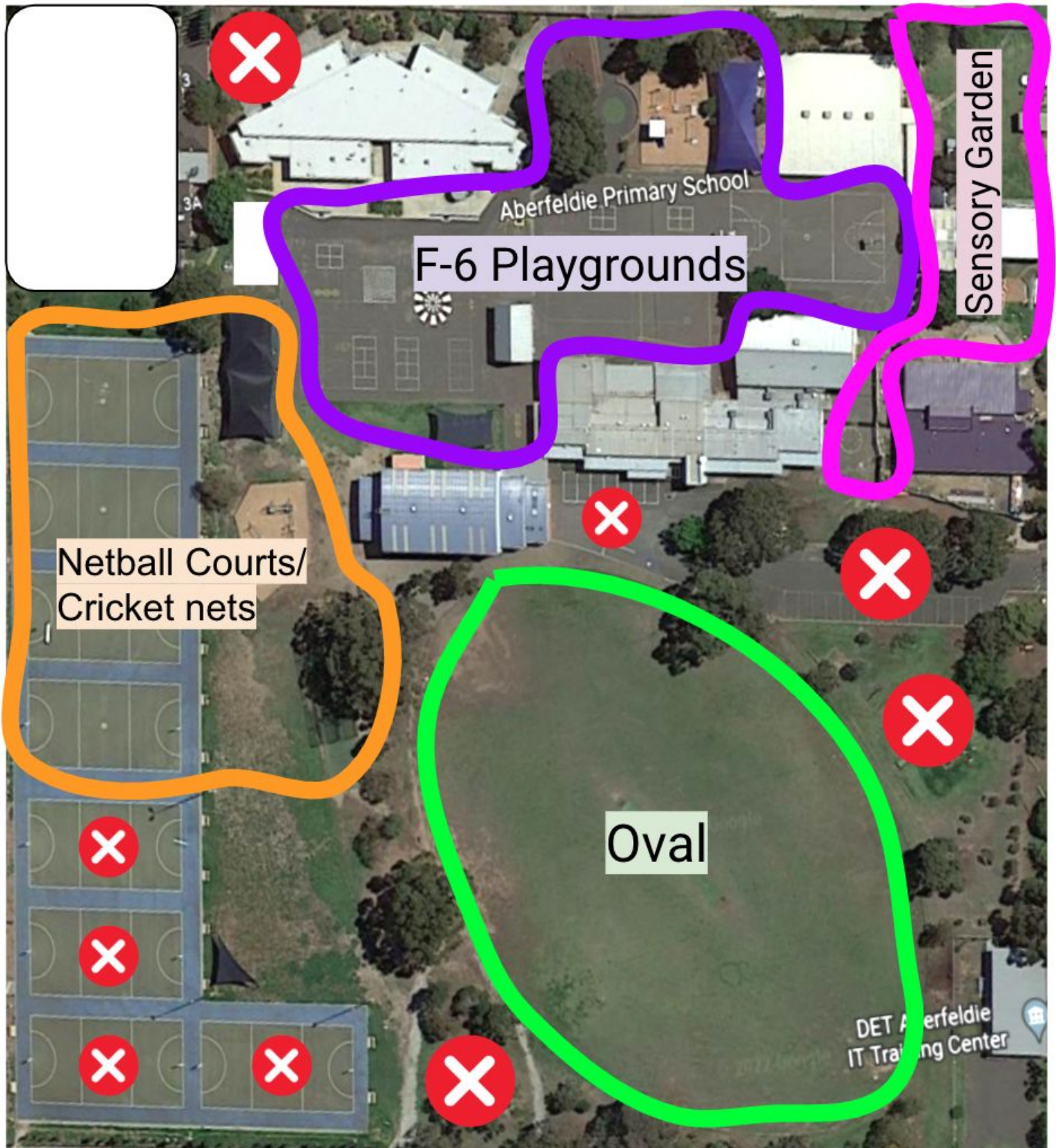
# Yard Areas and Out of Bounds



We have four main areas in our yard for students to play. These areas have Yard Duty teachers supervising students during recess and lunch break times. Out of bounds areas are marked with a cross.



Teachers on Yard Duty wear yellow vests and carry First Aid bags to care for minor injuries that can occur during these times.





The oval area of our school is for ball sports such as football, soccer and rugby. This is the only area of our school that students can play these games. This is to keep all students safe from injury.



We have netball, basketball, four square courts and cricket nets located in other areas of our school for students to use. Our school is equipped with three playgrounds as well as a Sensory garden space for quiet play such as giant chess or imagination games. During lunch breaks, we host a range of clubs including construction, drawing and coding to name a few to cater for the variety of play styles of our student.

### Construction Club Resources

- Put all pieces back into correct containers
- Store all resources neatly

### Drawing & Colouring Club Resources

Teacher notes:

- Place a Youtube drawing video on the TV.
- Place colouring books and pencils on tables.
- Put all resources back on this table at the end of lunch.

### Coding Club

Teacher:

- Collect the school iPads
- Students choose between Scratch Jr (app on iPad), Scratch (QR code) or Hour of Code (QR Code). No other apps or websites can be used in this time.

## Club Expectations

1:40 to 2:30pm in the BER Space

<p>We are respectful</p>	<ul style="list-style-type: none"> <li>Include others</li> <li>Be fair (play by the rules)</li> <li>Be kind</li> <li>Take turns</li> </ul>
<p>We are responsible</p>	<ul style="list-style-type: none"> <li>Choose 1 game/activity</li> <li>Pack up the when finished</li> </ul>
<p>We try our best</p>	<ul style="list-style-type: none"> <li>Solve small problems</li> <li>Ask for help when needed</li> </ul>

Below you will find the whole school routines that are consistently taught and embedded across all classrooms. This level of consistency creates an inclusive environment where all students are able to learn and achieve their personal best.

## Morning Routine (Foundation - Year 2)

### Student Routine:



1. Quietly enter class when the music plays.



2. Put your bag away



3. Place your fruit snack on your table and drink bottle in its spot.



4. Sit on the floor and quietly talk until the bell.

*If you arrive at school on or after the bell, quickly do the above jobs and join the class. If you arrive more than 15 minutes late, collect a late pass from the office.*

## Morning Routine (Year 3 - Year 6)

### Student Routine:

1. Hand in any mobile phones to the office before school and ensure smartwatches have notifications turned off or are in school mode.
2. Quietly enter the classroom as soon as the music plays.
3. Take out your drink bottle, morning fruit snack and iPad.
4. Place your drink bottle in/on the {enter designated space eg. tub, shelf etc}
5. Place your fruit snack at the top of your table.
6. Place your iPad in the tub.
7. Place your book box and pencil case on the table.
8. Sit on the floor and quietly chat with your peers until the **9am bell**.
9. When the bell rings, the lesson will start.

*If you arrive at school on or after the bell, quickly do the above jobs and join the class. If you arrive more than 15 minutes late, collect a late pass from the office.*



## End of Recess/ Lunch Routine



### Student Routine:

1. Begin heading back to class as soon as the music plays. The music is the signal to return to class.
2. Line up in a single quiet line at you assigned place. All balls are to be held in the line.
3. The bell rings to go inside.
4. When the teacher signals, quietly enter the building, put your hat away and enter the classroom.
5. Sit on the floor ready for learning.

## Eating Lunch Routine

### Student Routine:

1. Bell rings at 1:30pm
2. Eat lunch inside the classroom or supervised outside. This is to limit rubbish or food during play.
3. Place all rubbish in the bin.

## Lining Up / Transitioning Routine

### Student Routine:

1. Line up in one line at the door
2. Keep hands and feet to ourselves. If carrying iPads, keep them locked and off until you are asked to use them.
3. When signalled by the teacher, move quickly and quietly through the school.
4. Stay with the class and keep together.
5. Enter any buildings or areas in a calm and quiet manner.

## Toilet Routine

### Student Routine:

1. Ask the teacher to use the toilet. The teacher will assign you a partner.
2. Walk to the designated toilet.
3. Keep privacy by closing the cubicle, if using. Your partner is to wait outside.
4. Flush the toilet.
5. Wash your hands using soap and water.
6. Dry your hands on the paper towel.
7. Place all paper towels in the bin. Keep the toilet space clean for others.
8. Quickly walk back to the classroom.

If you see anyone not following these expectations, tell your classroom teacher.

## End of Day Routine



### Student Routine:

1. Clear all materials off tables for cleaning.
2. Clean all materials and items off the floor.
3. Place your chair on the table.
4. Pack your iPad, drink bottle, reader and any homework into your bag.
5. Place your bag {on the table, under the table, on the chair}.

## Assembly Routine

### Student Routine:

1. Go to the toilet before the assembly.
2. Quietly walk in a single file line to the gym/ stage.
3. Enter the gym quietly.
4. Sit, cross-legged, in the designated space.
5. Face the speaker for the duration of the assembly, keeping hands quiet.

## National Anthem Routine

### Student Routine:

1. When asked, silently stand up.
2. Stand still, straight and silent with hands by your side or behind you.
3. Sing the National Anthem.
4. Remain standing until signalled.
5. Silently sit back down ready for the speaker.



*"Behaviour that is acknowledged is more likely to be repeated"*

At Aberfeldie, an acknowledgment system is in place to ensure that positive reinforcement is used to increase the likelihood of expected behaviour reoccurring. We acknowledge and recognise students who are following our school expectations using a token system. In this system, students may receive an 'Aberfeldie Token' when they are demonstrating the expected behaviour in the classroom, at Specialist lessons, in the playground and when students are out in the community.

## Why is Aberfeldie Primary School using a token economy?

- To increase positive student behaviour in all settings.
- To enable all staff at Aberfeldie to positively acknowledge all students, in all settings.
- To 'catch' students demonstrating expected behaviours
- To promote a positive and safe learning environment.
- To build and promote positive relationships
- To increase the power and impact of verbal feedback to students.



## Who can award tokens?

- All staff are responsible for awarding tokens for expected & positive behaviour. This includes teachers, leadership members, education support staff, CRT's (replacement teachers) and office staff.

## Who can receive a token?

- All students from P-6 at Aberfeldie Primary school.

## When can students receive a token?

- Students can receive a token in the classroom, at a Specialist lesson, during lunch or recess breaks, during an incursion or excursion or when transitioning around the school.
- Individual students can receive a token when they are 'caught' demonstrating behaviours reflecting on our whole school positive behaviour expectations:

*'We are Respectful, We are Responsible, We Try our Best.'*

- Students will not receive a token *every time* they are following expectations, as this is not achievable or motivating. The use of tokens will be intermediate, strategic and at each teacher's discretion.
- Students cannot 'lose' a token or have a token taken back once it has been earned. Responses to negative behaviours will follow the school process.



## What do staff say when they award a token?

- When giving a token, staff will provide students with clear and specific feedback on their positive behaviour and how they are meeting the expectations. This type of feedback is more likely to lead to the repetition of positive behaviours.
- This specific positive feedback includes - describing the behaviour, a reason/rationale on the importance of that behaviour (overarching expectation) and the handover of the positive consequence (token). Some examples of this include:
  - Fred, you included John in your group which was very respectful. Here is a token.
  - Thank you for cleaning up your space Jillian, that shows good responsibility.
  - Jackie, you are very focused on task showing that you are 'trying your best'. I am going to place a token here for you.

## What do students do when they receive a token?

- Each class from P-6 will have a token collection tub in a visible and accessible place in the classroom. The tub includes a section for each of our school's house colours.
- Once students receive a token, they will place it into their class tubs during the transition break of their lesson or when they arrive back to their classroom after specialist/outside break. This is because we do not want students to 'stop' the behaviour/learning and focus on putting their token in the tub straight away. For example: if a student receives a token during the mini lesson, they hold onto it until the class moves from the floor or if a student receives a token when focused on a task, they hold onto it until the task is completed.
- If a student receives a token outside at recess or lunch they must retain their own token until they enter back into their classroom.
- Classes **may choose** to have their own individual goals or class reward systems if they feel that this would suit their students, their motivations and increase desired behaviours.

This could look like:

Class reward system
<p><b>Idea 1:</b> Individual classes set a class goal eg. 50 tokens. When students place their token in the tubs, they add a tally mark to the class tally. When the class reaches the goal, they receive a class reward of their choice.</p>
<p><b>Class rewards may include:</b>                      Whole class free time                      Outdoor games e.g. rounders, dodgeball etc.                      Class Kahoot                      Special Activity such as science, art, STEM etc.</p>



## What do students receive by collecting tokens & who decides rewards?

- Each cohort will have a token cohort 'goal'. The cohort works towards reaching their goal to 'win their cohort reward'. This cohort goal resets after the goal has been achieved.
- Once the cohort goal has been reached, the cohort may decide on their reward.
- SWPBS and student leadership team decide on the whole school token 'goal'.
- Once the whole school goal has been reached, all students can vote on the school reward.

## How are tokens counted as a class, house and whole school?

- Every Tuesday fortnight (Assembly week), classes count the number of tokens each house in their class has collected and how many the class has collected in total.
- Classes enter their data into the data tracking form.
- The SWPBS team leader will then look at this data and record:
  - The total each cohort has collected (for cohort goal)
  - The total each house colour has collected (for Assembly Trophy)
  - The total the school has collected (for whole school goal)
- Each Assembly, leadership will announce the house total and the whole school collective total. The house with the most tokens will receive the 'House Trophy' for that fortnight.
- This is presented to the house captains at the Assembly and then displayed with the house colours in the office area.

## What types of cohort or whole school rewards may occur?

Example below of possible rewards. Students vote and choose their rewards, to promote voice and agency and stimulate enthusiasm.

COHORT REWARDS	WHOLE SCHOOL REWARDS
<ul style="list-style-type: none"> <li>• Movie afternoon</li> <li>• Longer lunch/recess time</li> <li>• Cohort games/special activity afternoon</li> <li>• Cohort dance party</li> <li>• Walking excursion eg. pirate ship at Maribyrnong River</li> <li>• Bring a stuffed animal to school</li> <li>• Teddy Bear picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school extra recess</li> <li>• Whole school disco/ Silent disco</li> <li>• Out of uniform/ free dress day</li> <li>• Free ice pole day</li> <li>• Class parties with buddies</li> </ul>



## Collective beliefs about behaviour & discipline:

1. Students do not always know the behaviours and social skills that lead to success at school and in life
2. Behaviour is learned; therefore, responsible behaviour can be taught
3. For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships
4. Efforts to help students become socially competent require ongoing teaching, encouragement, and correction
5. Student discipline is a collaborative effort. All staff must work together, striving for consensus on procedures and consistent implementation

## When adults respond to behaviour at Aberfeldie, we follow the below criteria:

1. **Calm:** Keep the tone and volume professional and composed, using reason over emotion. This models how mature adults respond to frustration in calm, respectful ways and reduces the likelihood of escalating the student.
2. **Immediate:** Respond as soon after the misbehaviour as possible. The longer the time in between the behaviour and the response, the less impact the response may have.
3. **Consistent:** Behaviours will occur in all settings, so all staff need to respond in the same way. When staff are all consistent, behaviour that 'tests boundaries' is less likely.
4. **Specific, yet brief:** Specific description of the misbehaviour and what is expected is most effective. Be concise, avoid debate or battles and disengage quickly.
5. **Quite and as private for the student (where possible):** Talk in close proximity, using eye contact and a quiet voice to ensure respect & privacy.

## Logical Consequences to minor behaviours:

- Related to the behaviour
- Respectful in the way it is communicated and enforced
- Reasonable for the child to carry out (for their age/ development)

Examples:	
Behaviour	Logical Consequence
Student breaks something	Student fixes it
Student makes a mess	Student cleans it up
Student is talking off task	Student is moved by themselves
Student runs inside	Student goes back and walks
Student uses resources/equipment inappropriately (ruler/iPad/bike/paint/slide)	Student loses access to resources/ equipment
Student doesn't complete work (by choice)	Student has to make-up the missed work
Student mucks around in the line	Student walks with the teacher
Student plays unsafe (tackles/ rough play)	Student can't play that game for a time period



All responses are: calm, consistent, brief, immediate, respectful and private

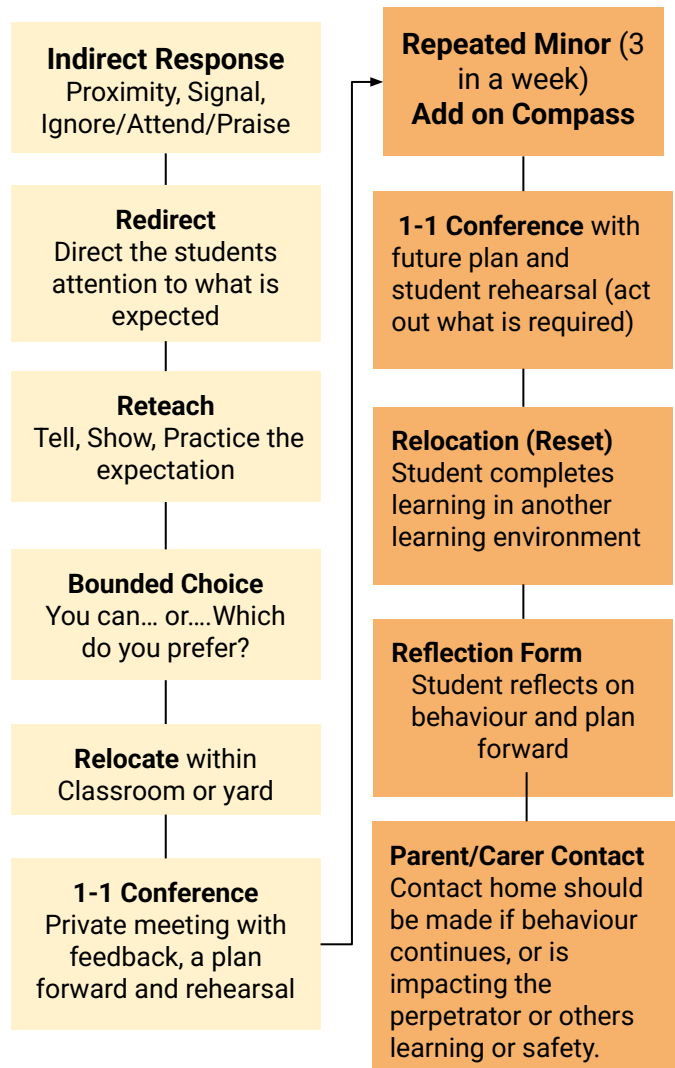
## Minor

- Swearing:** Non-targeted (in play or frustration)
- Physical Conduct:** Non-serious, but inappropriate physical contact eg. hitting with hats, tackling, rough conduct between friends, minor contact without force or injury.
- Disrespect:** Low level name calling or teasing (gossip, negative talk), being socially rude, excluding others.
- Minor Absconding/ Late:** Being late to class, out of bounds, or entering hallways without permission
- Disruption/ Defiance:** calling out, talking back, out-of-seat behaviour and being off task. Not following teacher instructions.
- Uniform:** Not wearing school uniform
- Property Misuse/Damage:** Reversible or low level damage eg drawing on table, breaking pencils, throwing a book. Taking or using an item without permission (e.g. pencil, ruler, ball).
- Littering:** Indoors or outdoors

## Major

- Targeted Swearing:** Targeted, intentional swearing at staff or others
- Physical Assault/Violence:** Serious, aggressive & deliberate physical conduct where injury has/may occur. Sling tackling or tackles that could cause serious injury.
- Absconding:** Leaving the building or school grounds without approval
- Defiance:** Complete refusal to participate in class, despite all repeated minor & repeated minor responses.
- Bullying behaviours:** Repeated & targeted, unkind/ aggressive, behaviours that hold a power imbalance.
- Harassment or discrimination:** Threatening, intimidating, harmful or humiliating conduct, including that based on race, color, religion, gender, sex or disability.
- Property Damage:** Deliberate damage of school property, or other belongings (worth value), or toilet damage.
- Theft:** Stealing of a teacher or student item (of value) that is planned and taken with intent.
- Criminal behaviour:** Possession of a knife, weapon or illicit item, possession of cigarettes/vape etc.

### Logical Consequences at any time



The above responses do not need to be used in order.

### Contact Office Immediately

#### Classroom procedures:

- Phone on 103
- Send **BLUE CARD** to office

#### Yard Procedures (keep student with you)

- Call office 93378084
- Send **BLUE CARD** to office

### Teacher logs Major Behaviour on Compass

#### Leadership to follow procedures for responding to major behaviours

1. Remove student from class or yard
2. Discuss incident & reteach skills (may use reflection form)
3. Decide & implement response & consequence (add to teachers compass post)
4. Communicate to parents/ carers, as well as relevant teacher.

#### Examples of Major Consequences:

- Loss of privilege such as yard time, technology, access to parts of the school, certain activities/classes etc.
- Removal from representing the school at an event eg. district sports, camp or excursion.
- Extended time in another classroom, such as buddy room, neighbour classroom or in another cohort.
- Scheduled meeting with child, teacher, leadership, and parent/carers.
- Making up uncompleted tasks (at home, break or another room)
- Completing work at the office or another space.
- Behaviour Contract
- Behaviour Tracking document
- Behaviour Support Plan
- Suspension (internal or external)



<p><b>Minor Behaviour Definitions</b> (dealt with when and where they occur, by the teacher present)</p>	<b>Swearing</b>	Non-targeted swearing in play (aloud to themselves), out of frustration or by accident.
	<b>Physical Conduct:</b>	Non-serious, but inappropriate physical contact eg. grabbing/pulling, hitting with hats, tackling, rough conduct between friends, minor contact without force or injury (pushing, hitting, kicking).
	<b>Disrespect:</b>	Low level name calling or teasing (gossip, negative talk), being socially rude, excluding others from play.
	<b>Minor Absconding</b>	Being late to class after breaks, entering out of bounds areas, or entering hallways/corridors without permission.
	<b>Minor Disruption / Defiance</b>	Calling out, talking back, out-of-seat behaviour, being off task, not following teacher instructions or refusing to complete learning tasks.
	<b>Uniform Breach</b>	Not wearing school uniform, not wearing a hat during Sunsmart months (September to end of April)
	<b>Property Misuse/ Damage</b>	Reversible or low level damage eg. drawing on table, breaking pencils, throwing a book. Taking or using an item without permission (e.g. pencil, ruler, ball).
	<b>Littering</b>	Littering or dropping rubbish/ waste in the classroom or yard.
<p><b>Major Behaviour Definitions</b> (serious conduct that requires intervention from leadership)</p>	<b>Targeted Swearing</b>	Targeted, intentional swearing at staff or other students.
	<b>Physical Assault/ Violence:</b>	Serious, aggressive & deliberate physical actions where injury has occurred, or is intended to be caused eg. physical fights, choking
	<b>Absconding</b>	Leaving the building without permission, leaving school grounds without permission, hiding from view of staff (duty of care and legal supervision breach)
	<b>Major Disruption / Defiance</b>	Significant disruption that continues and stops a lesson from continuing. Refusal to participate or follow any instructions beyond a session, with all minor and repeated minor procedures followed (redirect, support provided, 1-1 conference, bounded choice, relocation to another room)
	<b>Bullying:</b>	Targeted and repeated actions of a person who intends to cause harm (physical or psychological) to someone. *Note: Bullying is one sided, with a power imbalance.
	<b>Harassment:</b>	Threatening, intimidating, harmful or humiliating conduct, including that based on race, color, religion, gender, sex or disability. This includes verbal, written and digital communications, as well as humiliating actions such as dacking or violating someone's privacy in the toilets.
	<b>Property Damage:</b>	Deliberate damage of school property (tech, buildings/ infrastructure, toilets) or other belongings worth value.
	<b>Theft:</b>	Stealing of a teacher or student item (of value) that is planned and taken with intent.
	<b>Criminal behaviour:</b>	Possession of a knife, weapon, illicit item, cigarettes/vape etc.