

Behaviour Support

Background

On Thursday 6 August 2015, the CECV ICON Working Group endorsed the development of CECV business rules for six of the most common functions which are integrated with a school's administration system: **Calendar, First Aid / Sick Bay, Managing the Learning Process, Personalised Learning Plans, Student Behaviour, Timetable.**

These six were identified because they met at least one of the following four criteria:

- A. **Compliance with legislation / regulation** (Australian and Victorian); our obligations under CECV-Australian government and CECV-Victorian government funding agreements; minimum requirements set by jurisdictional authorities (e.g. VRQA, VCAA); minimum requirements set by sectoral authorities (e.g. CECV, CEOs)
- B. **Effective risk management**, especially where there is a very high duty of care and/or that are more frequently the subject of legal proceedings (e.g. disability, behaviour support, first aid)
- C. **Stream interdependencies** within the ICON Program (e.g. ePlan requires data in a particular format)
- D. The **ICON vision** to enhance/optimize student learning

CECV business rules **articulate minimum requirements only** and are application-neutral.

They are designed to **directly inform the development of ICON standards** for integrating non-ICON applications to the ICON Platform in these six areas.

Some CECV business rules will include a **more expansive list of optional functionality** that are perceived as 'best-practice' in support of the ICON vision to enhance student learning.

Key Legislation and Regulation

Australian

- Australian Privacy Act 1988
- Australian Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Australian Privacy Regulation 2013
- Australian Privacy Principles 2014
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Disability Standards for Education Guidance Notes 2005

Victorian

- Health Records Act 2001
- Occupational Health and Safety Act 2004
- Education and Training Reform Act 2006
- Occupational Health and Safety Regulations 2007
- Education and Training Reform Regulations 2007

Scope

What is in scope?

CECV business rules for Behaviour Support **articulate minimum requirements only**. They have been developed in relation to Criteria B, above.

CECV business rules for Behaviour Support are **only** concerned with supporting schools in their management of **school central records**, which are the records schools make for internal purposes about student behaviour incidents, which can be **negative and positive** (see box).

Please note that a sole focus on negative behaviour incidents is inconsistent with the Victorian Catholic approach, which promotes whole-school approaches to Behaviour Support that are pastoral, inclusive, positive and restorative. In this context, student behaviour incidents should be seen as opportunities to promote positive engagement.

References:

- [CECV Intervention Framework](#)
- CECV Supporting Positive Student Behaviour (in draft)
- Diocesan Pastoral Care Policies ([Catholic Education Office Ballarat](#), [Catholic Education Melbourne](#), [Catholic Education Office Sale](#), [Catholic Education Office Sandhurst](#))

CECV business rules for Behaviour Support are designed to deliver high-quality school central records that can:

- Help ensure that parents/carers are kept informed about the behaviour of their child(ren)
- Support the school to identify trends and possible areas for improvement
- Be used for reference in future needs assessments
- Be helpful for insurance and investigative purposes

What is out of scope?

CECV business rules for Behaviour Support are **not concerned** with supporting schools to address their duties under the **Occupational Health and Safety Act 2004** and the **Occupational Health and Safety Regulations 2007**, including:

- **Serious (or notifiable) incident reporting to WorkSafe**

Incidents reportable to WorkSafe and the method of reporting to WorkSafe are detailed on the Catholic Education Commission Victoria (CECV) [website](#)

- A school's **management of key safety issues** in schools (e.g. ergonomics, manual handling, slips, trips and falls, chemicals)

The CECV's [Occupational Health & Safety in Catholic Schools](#) (2012) provides practical guidance to schools in these matters

Note on insurers: In relation to incident reporting, a Catholic Church Insurance (CCI) *Incident Report Template* is available for schools to use, noting that some Victorian Catholic schools are not insured by CCI. CCI also provides a *Guide to Managing Risk*. Schools that are not insured by CCI need to ensure they are compliant with their own insurers' minimum requirements.

Minimum Functionality

Four high-level functions have been identified around which minimum functionality must be available in any Behaviour Support applications wishing to integrate to the ICON Platform:

Privacy and confidentiality

1. Applications must effectively manage **sensitive and personal information**, including health and wellbeing information; this includes the collection, handling, storage and security of this information.

Relevant and known health and/or wellbeing information

2. Applications must flag, provide, or provide access to, information about **known health and/or wellbeing information, including management plans**, where this is necessary for the effective management of a student behaviour incident by a school staff member.

Record keeping and communication:

3. Applications must support any authorised staff member to enter **key details** about student behaviour incidents. This must include:
 - a. the full name and SIDs of any students involved in the incident
 - b. the date, time and location of the incident
 - c. an exact description of the incident (e.g. language used, action, impact), including the frequency, intensity and duration
 - d. the categories of behaviour(s) involved, drawn from school-defined categories that, at a minimum:
 - i. distinguish between **minor and major incidents** (see Appendix)
 - ii. conform or map to the eight **ICON Behaviour Support categories** (see Appendix)
 - e. the names of any witnesses
 - f. where an injury has been sustained due to the actions of another person, including whether first aid was required
 - g. the name of the reporting staff member
4. Applications must support any authorised staff member to identify any **observed circumstances or 'triggers'** that may have contributed to the student behaviour(s).

5. Applications must support any authorised staff member to identify any **interventions** by school staff members in response to the student behaviour(s). Interventions that include the use of *seclusion* and/or *restraint* must be recorded, in order to support analysis and monitoring to manage foreseeable risk.
6. Applications must support any authorised staff member to identify any **formal outcome** in response to the student behaviour(s). Outcomes that include *internal suspension*, *external suspension*, *negotiated transfer* and *expulsion* must be recorded, in order to support analysis and monitoring and help manage foreseeable risk.
7. Applications must support any authorised staff member to provide (immediately, or at a later time or date) or record **communication** to other staff members and/or parent/carers about the incident.
8. Applications must support any authorised staff member to **search for, view and print** an incident record.

Analysis and Monitoring

9. Applications must support an authorised staff member to access **aggregated and non-aggregated behaviour support data** in ways that support analysis and monitoring and help manage foreseeable risk.

Highly Desirable Functionality

- Provide, or provide access to, **emergency contact information**, including where a contact alert (family, legal, pastoral) is in place
- Support any authorised staff member to **close or resolve** a student behaviour incident (default position is 'open' or 'active')
- Includes the ability to automatically generate **formal communication to parents** (e.g. a letter, an email) about a student behaviour incident

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Appendix 1: ICON Behaviour Support categories

There are eight **ICON Behaviour Support** categories:

1. Physical assault or intimidation of staff or community members
2. Verbal abuse or harassment of staff or community members
3. Physical assault or intimidation of other students
4. Verbal abuse or harassment of other students
5. Wilful offence against property
6. Violation of school Code of Conduct, behaviour management plan, class or school rules
7. Substance misuse or abuse
8. Other negative behaviour

Each of these categories has **minor** and **major** sub-categories.

Please note that sub-categories **should be defined at the level of the school**, reflecting whole-school priorities and approaches.

On the following pages are examples of how a school **might** define these sub-categories. They illustrate the need to **clearly articulate and illustrate** what is meant by each sub-category.

Schools are welcome to adopt these sub-categories, but are not required to do so.

Examples of minor and major sub-categories:

	Minor	Major
1. Physical assault or intimidation of staff or community members	<p>Physical contact / physical aggression <i>Student engages in non-serious, but inappropriate physical contact.</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Shrugs shoulders • Rolls eyes • Makes finger gesture • Slaps paper down on table 	<p>Physical contact / physical aggression / intimidation of staff <i>Student engages in serious physical contact.</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Strikes staff or community member using hand, foot or object • Aggressive body language or intimidation • Incites other student(s) to not comply
2. Verbal abuse or harassment of staff or community members	<p>Inappropriate language <i>Student engages in low-intensity / level instance of inappropriate language to staff / community member</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Calling out constantly • Back chatting 	<p>Abusive language / inappropriate language / profanity <i>Student intentionally directs abusive verbal language to staff / community member</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Swearing • Sexual innuendo • Racist comments <p>Harassment / bullying <i>Student delivers disrespectful messages* (verbal, written or gestured) to a staff / community member</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Making threats • Verbal intimidation • Obscene gestures, pictures or written notes <p><small>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</small></p>
3. Physical assault or intimidation of other students	<p>Physical contact <i>Student engages in low level / intensity physical contact or contact is accidental</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Hitting or tripping another student by accident • Hitting another student with a stick, ball, etc. <p>Use / possession of weapons <i>Student is in possession low level weapons that are dangerous but lower risk of causing bodily harm</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Using a hand-made projectile 	<p>Fighting / physical aggression <i>Student engages in actions involving serious physical contact where injury may occur</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Hitting with an object • Punching • Kicking • Hair pulling • Scratching <p>Use / possession of weapons <i>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing serious bodily harm</i> <u>Examples:</u></p> <ul style="list-style-type: none"> • Bringing a knife or other weapon to school

	<ul style="list-style-type: none"> • Play fighting with sticks 	<ul style="list-style-type: none"> • Threatening student(s) with a weapon
4. Verbal abuse or harassment of other students	Inappropriate language <i>Student engages in low-intensity instance of inappropriate language</i> <u>Examples:</u> <ul style="list-style-type: none"> • Low level bad / inappropriate language 	Abusive language / inappropriate language / profanity <i>Student delivers verbal messages to students that include swearing, name calling or use of words in an inappropriate way</i> <u>Examples:</u> <ul style="list-style-type: none"> • Swearing • Sexual innuendo • Racist comments
	Name calling / teasing <i>Student engages in low level / low intensity instances of name calling and teasing</i> <u>Examples:</u> <ul style="list-style-type: none"> • Using inappropriate nick names • Excluding from games • Low intensity teasing 	Harassment / bullying <i>Student delivers disrespectful messages* (verbal, written or gestured) to another student</i> <u>Examples:</u> <ul style="list-style-type: none"> • Making threats (e.g. threatening another student with family members, threatening to fight after school) • Verbal intimidation • Obscene gestures, pictures or written notes (e.g. passing pictures or written notes including messages of a sexual nature)
5. Wilful offence against property	Property misuse / damage <i>Student engages in low-intensity misuse / damage of property</i> <u>Examples:</u> <ul style="list-style-type: none"> • Touching items belonging to another student or a staff member • Taking small school items (e.g. balloons, elastic bands) • Minor acts of vandalism (e.g. writing on a table top, writing on other students' books, damaging trees or shrubs). • Littering 	Property misuse / damage / vandalism / arson <i>Student engages in serious misuse / disfigurement / destruction of property</i> <u>Examples:</u> <ul style="list-style-type: none"> • Stealing large school items (e.g. laptop) • Arson • Damaging student bikes, teachers' cars • Serious acts of vandalism, graffiti • Defecating in any area other than the toilet
6. Violation of school Code of Conduct, behaviour management plan, class or school rules	Defiance / disrespect / non-compliance <i>Student engages in brief or low-intensity failure to respond to adult requests</i> <u>Examples:</u> <ul style="list-style-type: none"> • Refusing to follow directions • Not following whole school expectations • Riding a bicycle, scooter in school grounds • Arriving late to class 	Defiance / disrespect / insubordination / non-compliance <i>Student engages in prolonged or high-intensity failure to respond to adult requests</i> <u>Examples:</u> <ul style="list-style-type: none"> • Repeated refusal to follow directions • Walks out of the room without permission and refuses to return • Socially rude interactions
	Disruption <i>Student engages in low-intensity, but inappropriate disruption</i> <u>Examples:</u> <ul style="list-style-type: none"> • Loud talk/noises • Out-of-seat behaviour • Arguing with another student • Throwing an object in the classroom 	Disruption <i>Student engages in behaviour causing serious and ongoing interruption in a class or activity</i> <u>Examples:</u> <ul style="list-style-type: none"> • Sustained loud talk, yelling, screaming or noises • Sustained out-of seat behaviour • Sustained arguing with another student • Throwing object around the classroom,

		knocking over furniture
	Dress code violation <i>Students wears clothing that is neat, but not within, the dress code guidelines defined by the school</i> (Follow school policy)	Dress code violation <i>Student wears clothing that does not fit within the dress code guidelines practiced by the school</i> (Follow school policy)
	Lateness to school <i>Student arrives at school after the morning siren</i> (Follow school policy)	Truancy <i>Student leaves or misses class without permission</i> (Follow school policy)
	Technology violation (Cyber Safety) <i>Student engages in non-serious but inappropriate use of mobile, music/video players, camera, and/or computer</i> (Follow school policy)	Technology violation (Cyber Safety) <i>Student engages serious use of mobile, music/video players, camera, and/or computer</i> <u>Examples:</u> <ul style="list-style-type: none"> • Taking photos of other students • Purposefully damaging ICT equipment, infrastructure • Harassing /obscene electronic communications • Cyber-bullying
	Inappropriate location / out of bounds area <i>Student enters an area of the school where they do not have permission</i> <u>Examples:</u> <ul style="list-style-type: none"> • Wrong play area • In a classroom without permission, supervision 	Inappropriate location / out of bounds area <i>Student enters an area of the school where they do not have permission or leaves the school grounds placing themselves in danger/risk</i> <u>Examples:</u> <ul style="list-style-type: none"> • Leaving the school grounds without permission • Climbing a tree
7. Substance misuse or abuse	Use / possession of non-permitted substances <i>Student is in possession of substances not permitted at school</i> <u>Examples:</u> <ul style="list-style-type: none"> • Bringing chewing gum to school 	Use / possession of tobacco / drugs <i>Student is in possession of substances not permitted at school</i> <u>Examples:</u> <ul style="list-style-type: none"> • Bringing cigarettes or alcohol to school • Misuse of prescription medication • In possession of or using illegal drugs / substances
8. Other negative behaviour	<i>Student engages in any other minor problem behaviours that do not fall within the above categories</i>	<i>Student engages in any other serious problem behaviours that do not fall within the above categories</i>