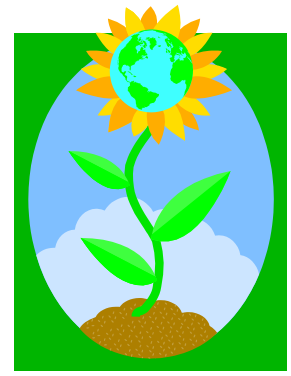




Gracemere State School



Nourish Today - Flourish Tomorrow

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Gracemere State School community is committed to creating and sustaining a positive, challenging and supportive learning environment for all students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Our vision *Nourish today: flourish tomorrow* drives our approach to supporting socially responsible behaviour in our students.

Gracemere State School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, positive interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. The Responsible Behaviour Plan for Students supports the values and objectives contained in the School's Annual Implementation Plan which in turn aligns with the targets and implementation procedures contained in the School Improvement Agenda.

Gracemere State School provides appropriate programs for all children, including students with a disability, students with learning difficulties, gifted students, Indigenous students, students with challenging behaviours and students who have medical conditions which, at times, prevent them being included in school activities.

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.

2. Consultation and data review

Gracemere State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Semester Two 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process. In 2012 this plan was reviewed by representatives from School Administration, Staff, Parents, Students and the School P and C Association. A review of school data relating to attendance, school disciplinary absences and behaviour incidents from 2009 – 2012 also informed the decision making process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in December 2009, and has been reviewed as per legislation in 2012. In 2014, further review and consultation by Staff and P & C Association was undertaken to develop the plan further. The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in April 2014.

3. Learning and behaviour statement

Our school community believes that our motto, “Our Best Always - Always a Star” can be achieved when we establish a learning climate based on trust and mutual respect that fosters and promotes positive self-worth, resilience and self-regulation.

The Gracemere School Community values:

- Respect for self, others and the school environment
- Open, pro-active communication
- Understanding, tolerance and inclusion
- Responsibility/accountability for one’s own behaviours/actions
- Maintaining individual dignity and worth
- Recognition of effort
- Fairness
- Personal safety and welfare
- Honesty and trustworthiness

The aim of this plan is to foster socially responsible behaviour in all students through an approach emphasising:

- recognition and reinforcement of positive behaviour
- education in socially responsible behaviours and relationships
- role-modelling appropriate behaviours
- restoration of relationships following problem behaviours
- consistent and proactive support for students displaying at-risk behaviour
- intensive behaviour support for students displaying persistent or extremely problematic behaviours.

This plan aims to encourage responsibility, self-control and social competency in our students. When students display self-discipline rather than having control imposed from outside, energy and focus can be directed into our core business – teaching and learning.

Our school’s Principles of Learning apply to both social and academic learning:

- Learning is both a collaborative and independent process.
- Learning involves higher order thinking, intellectually demanding tasks and engages children in substantive conversations.
- Learning is enjoyable and rewarding.
- Learning requires commitment.
- Learning involves making connections with the outside world.
- Assessment enhances learning.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Our aims will be achieved when all members of the school community - students, staff, parents and carers, other support personnel and members of the wider community – work together to foster socially acceptable behaviour in our students.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Gracemere State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Gracemere State School's proactive and preventive whole-school processes and strategies that create a caring, productive, safe and inclusive environment for learning and teaching include:

1. Weekly Parades that celebrate student achievements and highlight a social skill focus for the week
2. Student of the Week Awards
3. Star of the Week Awards
4. Postcards home
5. Social Skills and Emotional Resilience programs e.g. You Can Do It! Daniel Morcombe Child Safety Curriculum!
6. Participation in Anti-Bullying, Daniel Morcombe, Harmony and social awareness days throughout the year.
7. Lunch time games as organised by staff and students
8. Class-specific rewards programs in association with Classroom Management Plans – Free time, Leaders for line-up, Messengers, Homework pass
9. Special Needs Action Committee, (SNAC)
10. At Risk Register maintained as part of SNAC
11. Student Leadership program in Years 6 and 7
12. Years 6 and 7 Camp
13. Staff use of proactive strategies to promote positive behaviours
14. Professional development for staff
15. Positive and open relationships and communication with parents and carers
16. Involvement of carers and DOCS case workers in the development of Education Support Plans for students in care
17. Consistent expectations for playground behaviour
18. Clear, explicit expectations of student behaviour provided frequently eg Code of Behaviour for Bus Travellers
19. Regular sections in the School Newsletter dedicated to promoting and reinforcing school behaviours and expectations
20. Comprehensive induction programs in the Gracemere State School Responsible Behaviour Plan for Students delivered to new students as well as new staff
21. Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
22. Development of specific policies and posters to address,
 1. The Use of Personal Technology Devices* (including Mobile Phones) at School. (Appendix 1)
 2. Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying). (Appendix 2)
 3. High Five
 4. Buddy Room Reflection sheets
 5. Principal Referral
 6. Time Out expectations
 7. Classroom / Playground behaviour process

8. Re-entry Playground Schedule
9. Daily Behaviour Sheet Re-entry

GRACEMERE SCHOOL CODE OF BEHAVIOUR

- * We respect all school community members, their property and ourselves through word and action.
- * We understand our Rights and uphold our Responsibilities.
- * We follow the School Rules.
- * We accept the consequences if we do not obey the school rules.

OUR BEST ALWAYS - Always a Star!

A set of behavioural expectations in specific settings, set out as Respect and Rights and Responsibilities for Students, Staff and Parents is outlined below.

STUDENTS' RIGHTS	RESPONSIBILITIES
To learn in a positive, caring environment	To complete work, to be co-operative and to participate actively without interfering with the learning of others
To be respected, accepted and treated with consideration and fairness	To treat others with respect, courtesy and fairness
To be able to express opinions appropriately	To listen, to tolerate others' viewpoints and not to put others down
To have appropriate access to the school's facilities	To care for equipment and to share resources
To know what behaviour is acceptable and to understand the consequences of all behaviour	To act appropriately and accept the consequences of my behaviours
To learn to make my own appropriate decisions within the school context	To accept fair decisions
To participate in school decision-making when appropriate	To make informed decisions to the benefit of individuals, groups and the school population as a whole
To participate in all curricular activities	To attend school regularly and to participate in all Key Learning activities
To participate in extra-curricular activities e.g. Special events, sport, choirs, camps etc	To participate and act in an appropriate manner when involved in extra-curricular activities

STAFF RIGHTS	RESPONSIBILITIES
To be treated with respect, courtesy and fairness by others	To demonstrate respect and courtesy for others and to avoid being judgemental and /or confrontational.
To have privacy and security of self and property	To act in a manner which promotes the safety of all students, staff and parents and their property
To facilitate learning and practices in a positive, safe and inclusive environment	To enact the adjacent right as a matter of course and to discipline and counsel students who inhibit the process of learning: <ul style="list-style-type: none"> - to behave consistently and fairly - to develop classroom rules which are consistent with this policy
To receive the full support of all colleagues, parents, and the school community	To provide a supportive, encouraging, learning environment and to be sensitive to the needs of all students, colleagues, families and the community
To be kept informed by parents, colleagues and other professions of the specific needs of students	To respond positively to individual needs and respect the confidentiality of any information received
To have access to the appropriate professional development/in-service/networking activities	To avail oneself of the appropriate professional development/in-service/networking activities
To contribute in a professional way to school-based decision-making through knowledge of school processes for contact with support persons.	To be actively involved in school-based decision making

PARENTS' RIGHTS	RESPONSIBILITIES
To receive timely information about their child/ren's education and behaviour	To monitor their child/ren's progress and behaviour and to be willing to develop and implement workable solutions to problems
To expect consistent approaches to managing children's behaviours from all school staff	To respect and support the expectations of the Responsible Behaviour Plan for Students and communicate with the school on disciplinary concerns
To receive respect and support from the school community in their role as a parent/caregiver	To give support and show respect to the whole school community and ensure that their own children are aware that their parents support and value the school community and education in general.
To expect that a safe, healthy, supportive and inclusive school environment is provided for their child/ren (and themselves)	To ensure the child/ren's well-being and safety so each child can participate in the learning environment
To expect a school environment that is conducive to learning	To ensure their child is punctual and attends school regularly with the appropriate learning material
To be informed of events and procedures relating to the school, including matters relating to student behaviour	To act upon school communications and to provide school staff with appropriate information
To be involved in school decision-making via appropriate forums	To support the processes and outcomes of all school decision-making

These expectations are communicated to students via a number of strategies, including:

- Negotiated classroom rules and expectations that support the school behaviours and expectations
- Reinforcement of school rules, behaviours and expectations on school assemblies, in Newsletters and during active supervision by staff during classroom and non-classroom activities.

Reinforcing expected school behaviour

At Gracemere State School, appropriate behaviour is reinforced through positive acknowledgements. These acknowledgements provide students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This involves the presenting of weekly awards at our whole school parades – Student of the week & Star of the week certificates, postcards home and Gotcha Awards. This positive acknowledgement is designed to reinforce positive student – teacher relationships and increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement and rewards.

Classroom Reinforcements:

Each class teacher develops their own systems of acknowledgement and reinforcement within their class based on our school expectations. For example, extrinsic reward systems, stickers, group point systems etc.

Body language strategies:

All staff may use physical gestures to communicate positive achievement or behaviours. For example, smiles, thumbs up and nods etc.

Verbal acknowledgement:

All staff may use verbal acknowledgement to recognise how behaviours affect others, single word utterances, praise, descriptive encouraging etc.

Other methods:

- Positive comments in student workbooks
- Being chosen for responsibilities

- Class visits sharing of work/achievements

Whole School Positive Rewards Program –

General acknowledgement:

- Specific academic certificates e.g. M100W, Student of the Week
- Star of the Week award and GOTCHAS
- Sporting participation or team certificates, ribbons or medallions
- Postcards sent home to personalise an achievement or positive behaviour



Student of the Week

Classroom teachers select one student per week to receive the Student of the Week Award. This award highlights one student’s academic achievement for the week. A student may be awarded a Student of the Week for the best overall performance in a certain subject, test or work activity.

Star of the Week

Classroom teachers select one student per week to receive the Star of the Week Award. This award recognises a certain quality displayed by a student, e.g. being safe, a team player, a learner or respectful.



Principal’s Morning Tea

The students who receive *Student of the Week* and *Star of the Week* awards are invited to attend a morning tea with the Principal directly after parade. Administration invite parents of award recipients the day prior to attend the Principals morning tea to acknowledge the student award.

Gotcha

Staff members hand Positive Reward Cards (Gotchas) out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Positive Reward Card (Gotcha). When students are given a Gotcha card they place it in their class ticket box and one ticket from each year level is drawn and announced on assembly each Friday. Each Gotcha can be redeemed for a free ice block from Tuckshop on Fridays.

Gracemere State School			GOTCHA
ALWAYS STARS			ALWAYS
S—SAFE	★	Student:	S- SAFE
T—TEAM	★	Year level:	T- TEAM
A—A LEARNER	★		A- A LEARNER
R—RESPECTFUL	★		R- RESPECTFUL
GOTCHA			
		Staff initials:	
		Date:	

Responding to unacceptable behaviour

At Gracemere State School we focus on and respond to problem behaviour, not to problem students. Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind/redirect the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.



CLASSROOM BEHAVIOUR PROCESS

1

Expectation is...



Gracemere State School
ALWAYS STARS

- G—SAFE
- T—TEAM
- A—A LEARNER
- R—RESPECTFUL



2

Take 10
(in classroom
Time Away area)



Return to
Work/Class



3

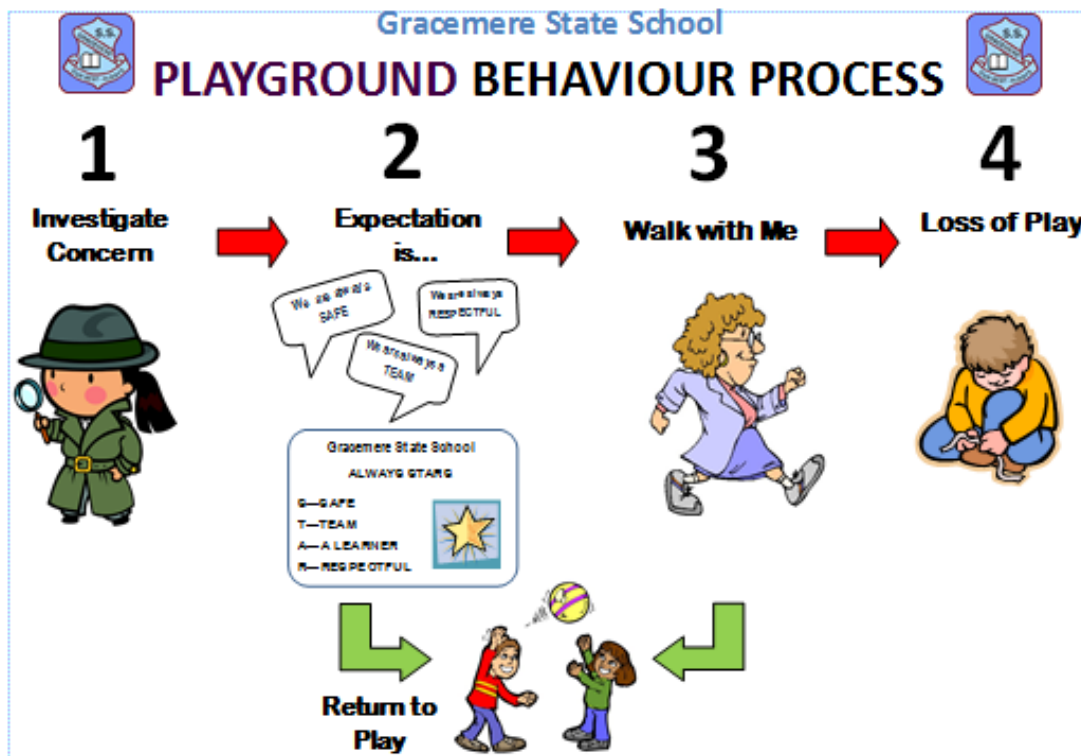
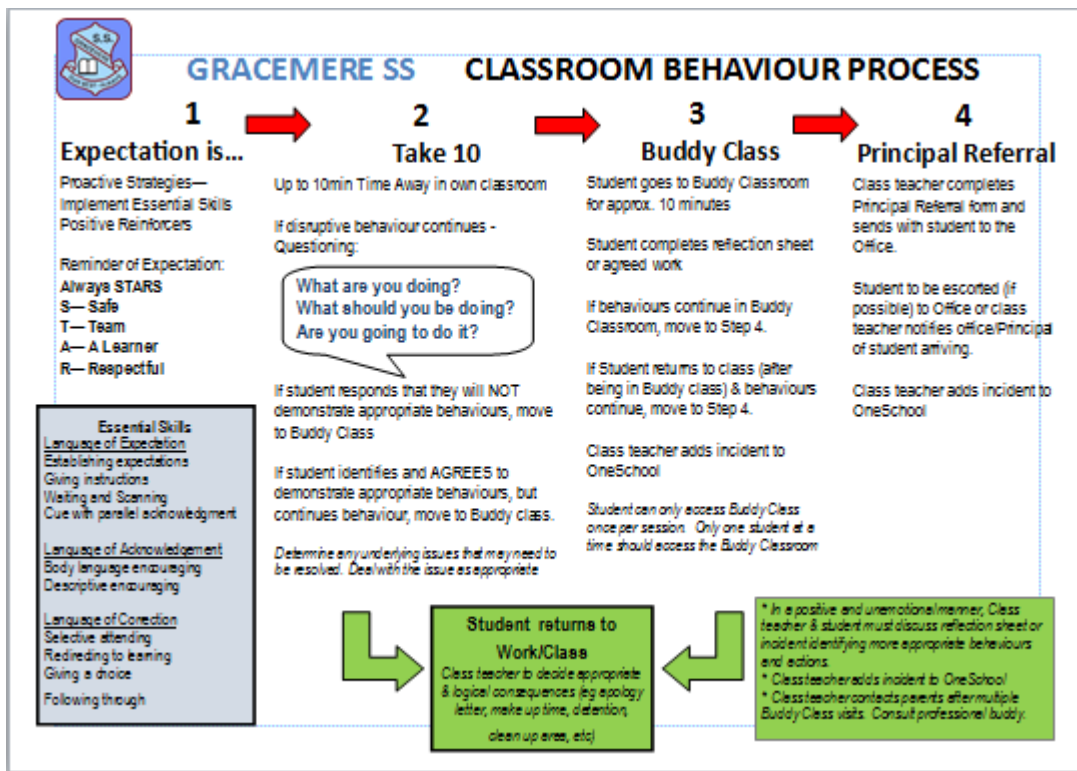
Buddy Class
(approx. 10 mins)



4

Principal
Referral





Targeted behaviour support

Each year a small number of students at Gracemere State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. All staff at Gracemere SS are involved in the support of students who may need more targeted behaviour support. Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal reinforcement
- increased attention

- communication with the school community
- added responsibilities.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support.

Infringements of the behaviour code will be dealt with in a respectful, positive manner in accordance with our Statement of Purpose, beliefs and values of the school community.

All students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive approach.

Case Management:

The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours (b) modifications made within the classroom and (c) consequences implemented i.e. detentions, suspensions etc.
- referral for discussion at the school special needs meeting, SNAC (held weekly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- implementation of Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling of effective social problem-solving, and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

Targeted behaviour support

Curriculum Adjustment	Staff determine whether a student may need further support in curriculum-related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • working with a teacher aide or learning support teacher • differentiated class work • working with a peer, older student.
Verbal	Verbal reinforcement, used every day in both the classroom and

	<p>playground, includes:</p> <ul style="list-style-type: none"> • Specific reinforcement e.g. Thank you for sitting down. • Targeted direction giving. • Empathetic listening to students • Addressing student concerns in a timely manner
Non-Verbal	<p>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</p> <ul style="list-style-type: none"> • body language – smile, thumbs up • behaviour charts • privately understood signals • proximity to the child in terms of desk placement or where staff members are standing when instructing
Increased attention/support	<p>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</p> <ul style="list-style-type: none"> • One-on-one curriculum support with the teacher • Teacher aide support • Work with another member of school staff • Behaviour Intervention Programs for students at risk of suspension. • Use of class tracking sheet to monitor students' unacceptable behaviour. • During SNAC meetings the committee evaluates the school's and staff's responses to the management of students who display challenging behaviours. • Curriculum support through an older classmate.
Communication within the school community	<p>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging notes or phone calls home.</p>
Added responsibilities - meaningful roles	<p>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</p> <ul style="list-style-type: none"> • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School jobs.

5. Consequences for unacceptable behaviour

Gracemere State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, it is important that consequences are consistent and predictable. Our school seeks to ensure that responses to unacceptable or inappropriate behaviour are proportionate to the nature of the behaviour.

When selecting consequences the following factors are taken into consideration:

- Frequency of inappropriate behaviour/s
- Age of the child or children involved
- The seriousness of the offence
- The honesty shown by those involved
- The reliability of evidence available

- The level of perceived remorse shown by the student who has broken the Code of Behaviour

Minor, Major and Significant behaviours

When responding to inappropriate or unacceptable behaviour, the staff member determines if the problem behaviour is minor, major or significant, with the following agreed understanding:

- **Minor and Major** behaviour incidents are handled by staff members at the time it happens
- **Significant** behaviour incidents are referred directly to the school Administration team and results in appropriate consequences.
- **Major and Significant inappropriate behaviours will be added to OneSchool by the staff member and intervention or admin follow up will be entered by Admin**

Minor behaviours are those that:

- are minor breaches of the school expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 - names the behaviour that student is displaying,
 - asks student to name expected school behaviour,
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement for expected school behaviour.

Major problem behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm

Significant behaviours result in an immediate referral to **Principal** because of their seriousness. When significant problem behaviour occurs, staff members calmly state the problem behaviour and remind the student of expected school behaviour. The staff member completes a Principal referral form and the student is sent to Administration. A report of the student's behaviour, by the staff member, is recorded on OneSchool.

Major & Significant unacceptable behaviours may result in the following consequences:

- **Level One:** Detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated or persistent inappropriate behaviour
 - AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school, behaviour improvement conditions. Student Disciplinary Absences will be used after consideration has been given to all other responses. Any student suspended from school will have this

suspension documented through the One School process. Parents/carers will be advised of the nature and duration of the suspension. Suspended students must undergo a re-entry interview with their parents/carers before the student recommences at school.

- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault, or the use, supply or possession of weapons, including knives, or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Suspension

When a student is suspended, a re-entry meeting will be held upon returning to school. The re-entry meeting involves Parents/Caregivers, student, Principal and the classroom teacher if available. During this meeting an outline of expected behaviours will be discussed and agreed upon. The meeting is to support the student in achieving a successful re-entry back to school and may include a structured playtime schedule and/or graduated re-entry processes. Every effort is made to make this re-entry successful for our student.

STAFF– MINOR BEHAVIOURS: Expectation – Time Away – Buddy Class (class teacher responsibility)				
Category	Behaviour	Definition	Examples Include:	Possible consequences
Misconduct :verbal	Swearing	<ul style="list-style-type: none"> Non-directive, conversational, frustration 	'oh shit', 'bugger this.' It was fucking huge'. Non-verbal (finger) (is that a finger directed at T)	Reminder - 'we don't use that language at school
	Insolence	<ul style="list-style-type: none"> Argumentative, talking back, socially rude 	'I didn't hear you', 'I'm not deaf', 'she's so stupid', rolling of eyes	Reminder/redirection to appropriate language- verbal and non-verbal
	Threats	<ul style="list-style-type: none"> Verbal challenge to student without intent 	'you want to fight?', 'I'll smash you', pushing or shoving in frustration	Expectation reminder/redirection
	Dishonesty	<ul style="list-style-type: none"> Lying or cheating not involving any other person 	Purchasing or food with money taken from home	Reminder/discussion on acceptable behaviour
Disobedience	Non-compliance	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work Failure to participate in activities Failure to follow instructions Low intensity failure to respond to adult request Unco-operative behaviour 	Not taking out correct book, not on right program (computer), not working in group, not completing task, under furniture, saying 'no'	Time out – in class Buddy referral Detention – lunchtime
	Disruption	<ul style="list-style-type: none"> Affects others from learning Affects safety of others Calling out 	Yelling, hiding in/on/behind/under furniture Throwing things Talking to others Annoying others	Reminder/redirection to appropriate/expected behaviour Continual – time out in own class
	Truancy/ lateness	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. Leaving classroom 	Arriving late to line up – after breaks Exiting classroom/school without permission	Reminder of expectation Make up time missed in own time
Misconduct	Stealing	<ul style="list-style-type: none"> Removal of school items without permission Taking of student lunches/equipment 	Taking of equipment	Restitution (need to explicitly discuss – find out why they are taking lunches/equipment)
	Physical	<ul style="list-style-type: none"> Non-serious, playful but inappropriate contact with/out object 	Play wrestling, brandy, rough play Wilful property damage Vandalism	time out redirection to expectation
	Property	<ul style="list-style-type: none"> Use of item not for the design purpose 	Flicking rulers, swinging bags, not returning equipment, poor care of item	Restitution if damaged Redirection to expectation
Staff - MAJOR BEHAVIOURS: DETENTION (Class teacher responsibility)				
Category	Behaviour	Definition	Examples include:	Possible consequences
Misconduct: Verbal	Swearing	<ul style="list-style-type: none"> Abusive – directed and intentional to student 	'Fuck you'	Redirection/ Time out/Buddy class
	Threats	<ul style="list-style-type: none"> Continued verbal challenge after redirection 	Continuation of Minor Behaviour	Time Out/Buddy referral
	Dishonesty	<ul style="list-style-type: none"> Lying or cheating involving other persons 	Accusing another of an action which affected someone adversely Cheating on a test	Restitution – verbal (make amends)
Disobedience	Defiance	<ul style="list-style-type: none"> Not following behaviour process – refusal to go to buddy class Continuing to comply with expectations 	<ul style="list-style-type: none"> Continuation of minor behaviours – flat out refusing to attempt work 	In class detention – lunchtime catch up of work, If student is failing to work but not being disruptive – selectively ignore

	Disruption	<ul style="list-style-type: none"> Time away – buddy class – continued Consistently causes interruptions to instruction 	<ul style="list-style-type: none"> Dangerous behaviours, throwing of equipment/furniture, consistent yelling or making noises 	Buddy class referral Parent contact Admin assistance requested
	Truancy	<ul style="list-style-type: none"> Failure to return to class when instructed 	<ul style="list-style-type: none"> Running away/ refusal to follow instructions to enter class 	If in sight – monitor If out of sight Parent contact Admin assistance sought
Misconduct	Stealing	<ul style="list-style-type: none"> Removal of school items of expense 	<ul style="list-style-type: none"> Taking of money, iPads, teacher belongings, item of sports equipment 	Restitution – Parent contact Admin assistance requested
	Physical	<ul style="list-style-type: none"> Serious contact with intent to harm with/out object 	<ul style="list-style-type: none"> Punching, kicking, slapping, spitting, hitting with bat or sticks, sexual innuendo 	Detention, discussion on expectations – continual – admin support sought Parent contact Admin assistance requested
	Property	<ul style="list-style-type: none"> Use of item not for the design purpose but to destroy or harm others 	<ul style="list-style-type: none"> Ripping books, breaking furniture pieces or sports equipment, kicking doors, vandalism of other's property 	Restitution Discussion of expectations Parent contact Admin assistance requested

PRINCIPAL – Significant behaviours – Consequences as deemed proportionate to the infringement (Admin referral)

Misconduct: verbal	Swearing	Abusive Directed and intentional to staff
	Threats	Gang or group threats to made to intimidate or cause fear, including cyber bullying
Disobedience	Refusal	Failure to follow instructions <u>or</u> participate in activities after Parent-Administration-Student-Teacher meeting (PAST)
	Disruption	Affects others learning <u>or</u> affects safety of others after PAST meeting
	Truancy	Leaving school grounds <u>or</u> requiring parent/caregiver and police to assist in locating a child
Misconduct	Stealing	Removal of school items after PAST meeting
	Physical	Aggressive behaviour causing serious injury to student or staff <u>or</u> continuation after PAST meeting.
	Property	Possession of an illegal substance Possession of a prohibited weapon Use of IT equipment to take still or moving images of students or staff.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Gracemere State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training on the use of our High Five strategy when responding to other students displaying problem behaviours and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.



6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Follow Up strategies

- restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Gracemere State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Every effort is made to ensure staff are trained in NVCI (Non-Violent Crisis Intervention) which outlines appropriate ways with which to use physical restraint to remove a student.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment

- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained within OneSchool.

7. Network of student support

Gracemere State School has a team approach to behaviour support which includes support through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- | | |
|------------------------------|--|
| • Parents | • District Behaviour Support Team |
| • Teachers | • Senior Guidance Officer |
| • Support Staff | • Access to Behaviour Management funding |
| • Head of Curriculum | • School Adopt a Cop |
| • Administration Staff | • School Behaviour Management Team |
| • Guidance Officer | • Special Needs Action Committee |
| • Chaplain | • Indigenous Health Services |
| • Indigenous Support TA | |
| • Indigenous Elder | |
| • Advisory Visiting Teachers | |

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police Adopt a Cop
- Local Council
- Queensland Police

8. Consideration of individual circumstances

Gracemere State School considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students

- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and well-being, emotional state (such as individualised learning plan or individual education plan), and the needs of the individual student
- Recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

Further to the above, other factors for consideration of individual circumstances may include:

- Age of the child
- Cultural background
- Emotional state
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)

- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

**P&C President or
Chair, School Council**

**Regional Executive Director or
Executive Director (Schools)**

Effective Date: 22nd April 2014 – 31st December 2016

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Mobile Phones

At Gracemere State School, children will be required to return a “Request to Have a Mobile Phone at School” Form, Appendix Six, to school for permission to bring a Mobile Phone to school. This request is to be signed by Parents and approved by the School Principal. Mobile phones must be handed in to the school office upon arrival and collected by students at the end of the day. Students with mobile phones in their possession, with or without a permission form, will have them confiscated and secured in the school office. These mobile phones must be collected by students at the end of the school day. For repeat offenders, parents will be contacted.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras, iPods, MP3 players or similar to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the school office upon arrival and collected by students at the end of the day.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Gracemere State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would

expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension proposal to or recommendation for exclusion)

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of Cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

- Gracemere State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
- There is no place for bullying in Gracemere State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
- Bullying behaviours that will not be tolerated at Gracemere State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
- Bullying may be related to:
 1. race, religion or culture
 2. disability
 3. appearance or health conditions
 4. sexual orientation
 5. sexist or sexual language
 6. young carers or children in care.
- At Gracemere State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

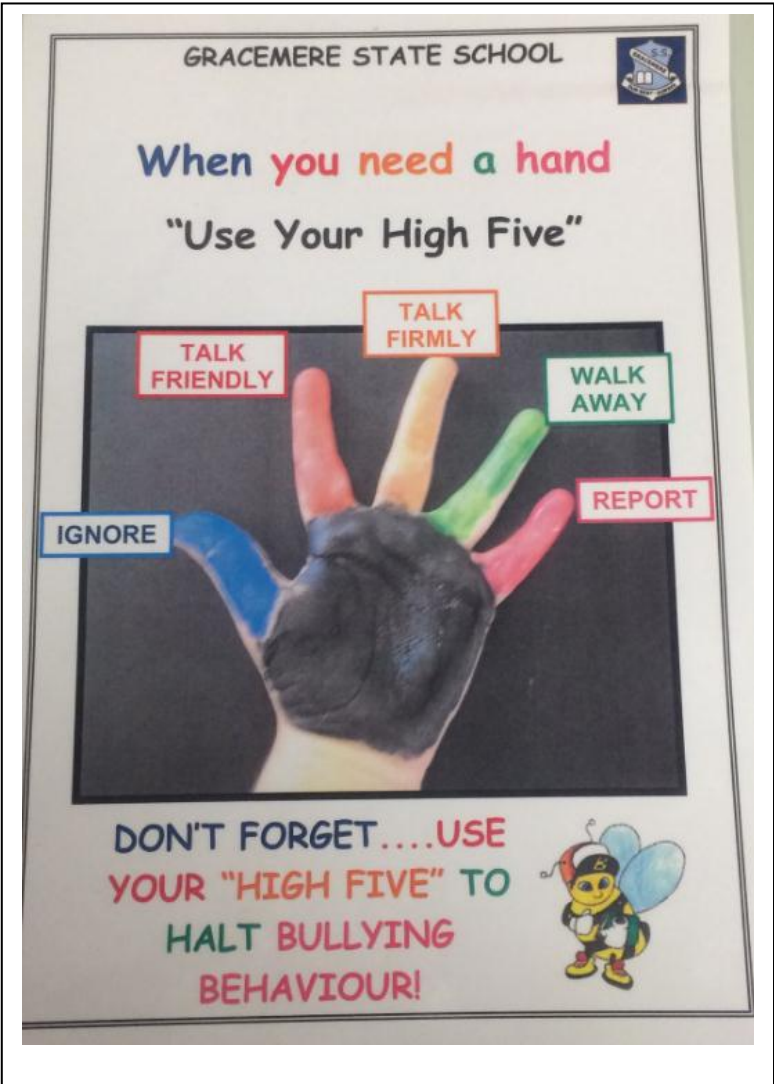
- Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

- The anti-bullying procedures at Gracemere State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

- Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
- An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
- The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
- Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Gracemere State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
- Gracemere State School uses behavioural data for decision-making. This data is entered into our database or records on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-

bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.





Reflection sheet



Name: _____ Year: ____ Date: _____ Time: _____

1. What were you doing?

2. What were the responsible people doing?

3. Write down which class expectation you should have followed.

4. Write down *3 different choices* that you could have made.

1. _____ _____	2. _____ _____
-------------------	-------------------

5. This is what I will be doing when I return to class.

6. My goal will be to

7. I am now ready to return to class and monitor my plan.

Student's signature _____

Buddy Teacher's signature _____ Time: _____





Reflection Sheet



Name: _____ Year Level: _____ Date: _____
Time: _____

What were you doing? I was _____

Write down which school expectation you should have followed.
I should have _____

Write down what you will do when you return to your class.
I will _____

I am now ready to return to class and follow expectations.

Student's signature

Buddy Teacher's signature
Time sent: _____





Reflection sheet



Name: _____ Year Level: _____ Date: _____

Time: _____

What were you doing?

What will you do next time?

Student's signature

Buddy Teacher's signature

Time sent: _____





Reflection sheet



Name: _____ Year Level: _____ Date: _____

Time: _____

What were you doing?

What will you do next time?



Sit at my desk



Put my hand up



Work without distracting others





Student's signature

Buddy Teacher's signature

Time: _____



Appendix 5

 Gracemere State School Principal referral 	 Gracemere State School Principal referral 																										
Student: _____ Date: _____ Time: _____ Class: _____ Yr: _____ Subject: _____	Student: _____ Date: _____ Time: _____ Class: _____ Yr Group: _____ Subject: _____																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0;">BEHAVIOUR</th> </tr> <tr> <td>Verbal Misconduct</td> </tr> <tr> <td><input type="checkbox"/> Swearing - Abusive, directed and intentional to student/adult/staff</td> </tr> <tr> <td><input type="checkbox"/> Threats - Continued verbal challenge after redirection</td> </tr> <tr> <td><input type="checkbox"/> Dishonesty - Lying or cheating involving <i>other</i> persons</td> </tr> <tr> <td>Disobedience</td> </tr> <tr> <td><input type="checkbox"/> Defiance - Not following process or continued after process</td> </tr> <tr> <td><input type="checkbox"/> Disruption - Not following process or continued after process</td> </tr> <tr> <td><input type="checkbox"/> Truancy - Failure to return to class after 5 minutes</td> </tr> <tr> <td>Misconduct</td> </tr> <tr> <td><input type="checkbox"/> Stealing - Removal of school items of expense or staff items</td> </tr> <tr> <td><input type="checkbox"/> Physical - Serious contact with intent to harm with/without object</td> </tr> <tr> <td><input type="checkbox"/> Property - Use of item not for design purpose but to destroy or harm</td> </tr> </table> Behaviour Process <input type="checkbox"/> warning <input type="checkbox"/> redirection <input type="checkbox"/> timeout <input type="checkbox"/> buddy class Consequence: _____ * Incident to be entered by Class Teacher on OneSchool. • Action entered by Admin (Admin follow-up) on OneSchool and referred to Teacher. Others Involved: _____ Reported by: _____	BEHAVIOUR	Verbal Misconduct	<input type="checkbox"/> Swearing - Abusive, directed and intentional to student/adult/staff	<input type="checkbox"/> Threats - Continued verbal challenge after redirection	<input type="checkbox"/> Dishonesty - Lying or cheating involving <i>other</i> persons	Disobedience	<input type="checkbox"/> Defiance - Not following process or continued after process	<input type="checkbox"/> Disruption - Not following process or continued after process	<input type="checkbox"/> Truancy - Failure to return to class after 5 minutes	Misconduct	<input type="checkbox"/> Stealing - Removal of school items of expense or staff items	<input type="checkbox"/> Physical - Serious contact with intent to harm with/without object	<input type="checkbox"/> Property - Use of item not for design purpose but to destroy or harm	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0;">BEHAVIOUR</th> </tr> <tr> <td>Verbal Misconduct</td> </tr> <tr> <td><input type="checkbox"/> Swearing - Abusive, directed and intentional to student/adult/staff</td> </tr> <tr> <td><input type="checkbox"/> Threats - Continued verbal challenge after redirection</td> </tr> <tr> <td><input type="checkbox"/> Dishonesty - Lying or cheating involving <i>other</i> persons</td> </tr> <tr> <td>Disobedience</td> </tr> <tr> <td><input type="checkbox"/> Defiance - Not following process or continued after process</td> </tr> <tr> <td><input type="checkbox"/> Disruption - Not following process or continued after process</td> </tr> <tr> <td><input type="checkbox"/> Truancy - Failure to return to class after 5 minutes</td> </tr> <tr> <td>Misconduct</td> </tr> <tr> <td><input type="checkbox"/> Stealing - Removal of school items of expense or staff items</td> </tr> <tr> <td><input type="checkbox"/> Physical - Serious contact with intent to harm with/without object</td> </tr> <tr> <td><input type="checkbox"/> Property - Use of item not for design purpose but to destroy or harm</td> </tr> </table> Behaviour Process <input type="checkbox"/> warning <input type="checkbox"/> redirection <input type="checkbox"/> timeout <input type="checkbox"/> buddy class Consequence: _____ * Incident to be entered by Class Teacher on OneSchool. * Action entered by Admin on OneSchool and referred to Teacher. Others Involved: _____ Reported by: _____	BEHAVIOUR	Verbal Misconduct	<input type="checkbox"/> Swearing - Abusive, directed and intentional to student/adult/staff	<input type="checkbox"/> Threats - Continued verbal challenge after redirection	<input type="checkbox"/> Dishonesty - Lying or cheating involving <i>other</i> persons	Disobedience	<input type="checkbox"/> Defiance - Not following process or continued after process	<input type="checkbox"/> Disruption - Not following process or continued after process	<input type="checkbox"/> Truancy - Failure to return to class after 5 minutes	Misconduct	<input type="checkbox"/> Stealing - Removal of school items of expense or staff items	<input type="checkbox"/> Physical - Serious contact with intent to harm with/without object	<input type="checkbox"/> Property - Use of item not for design purpose but to destroy or harm
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Appendix 6

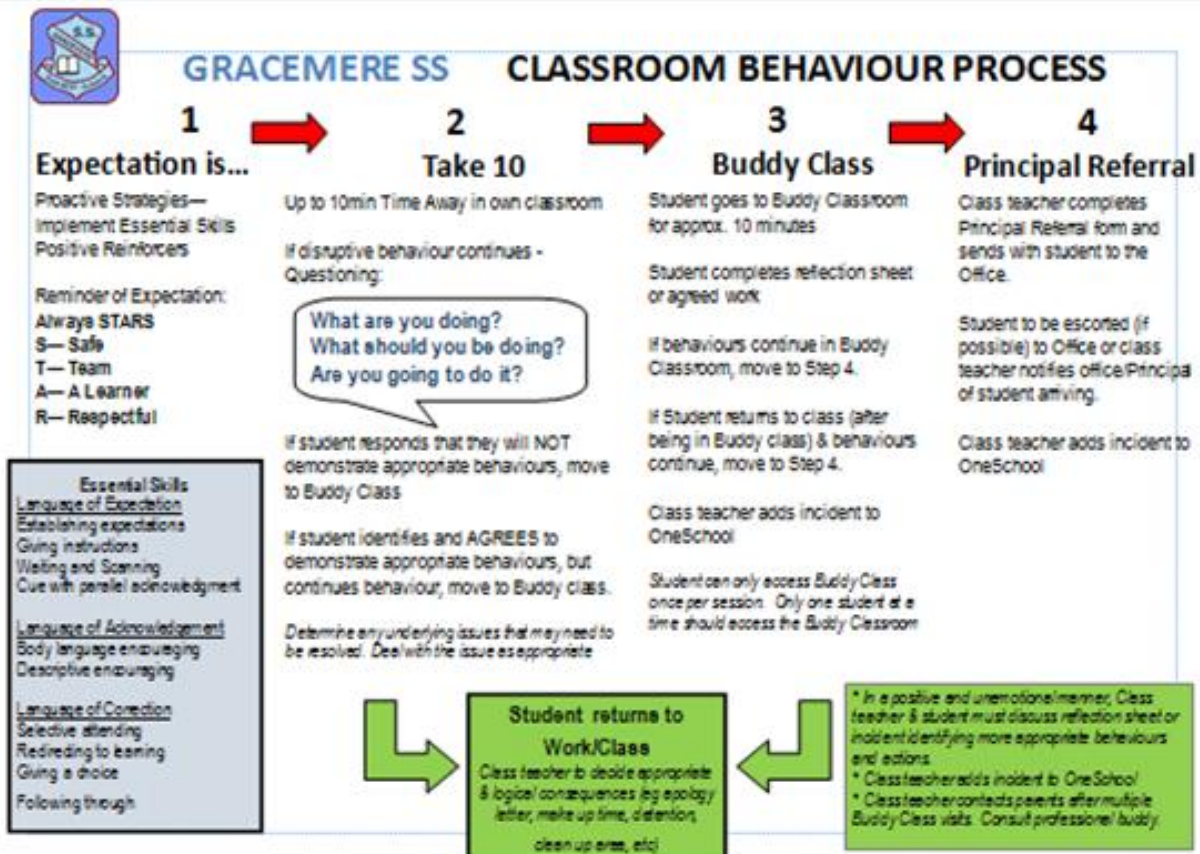
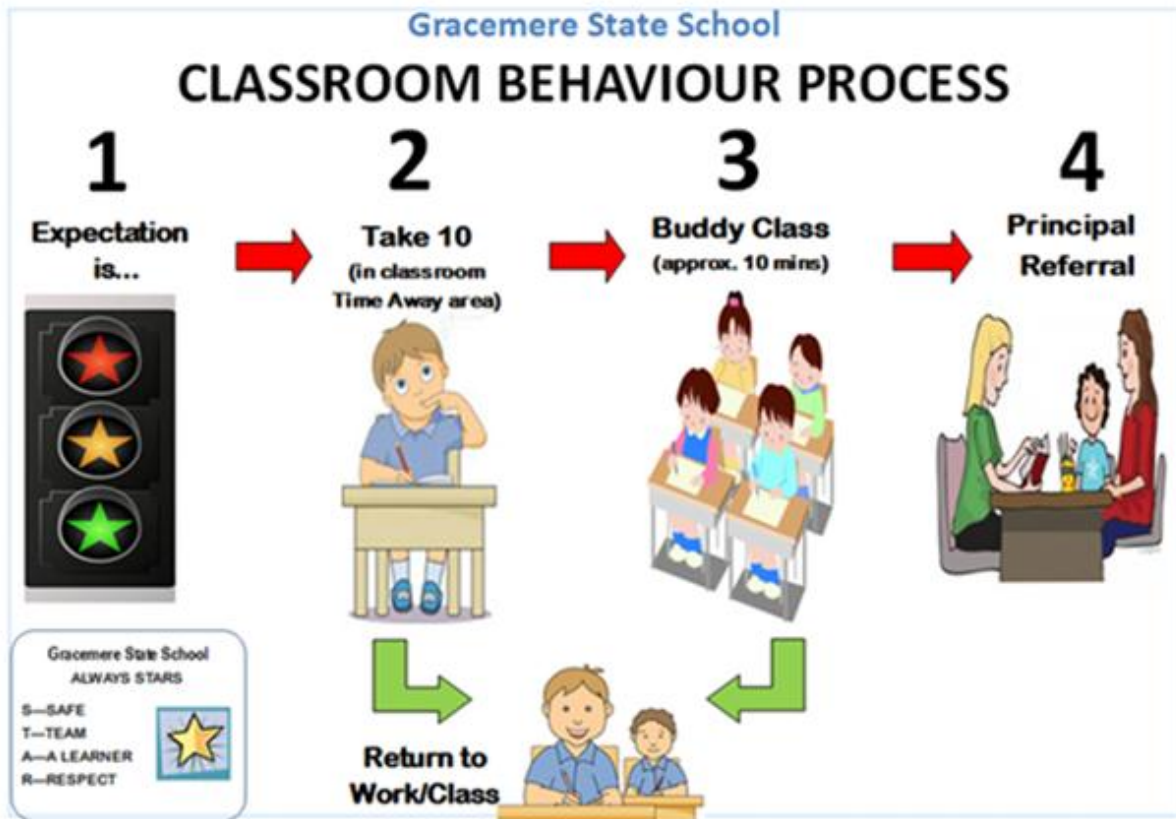
Buddy Class Reflection

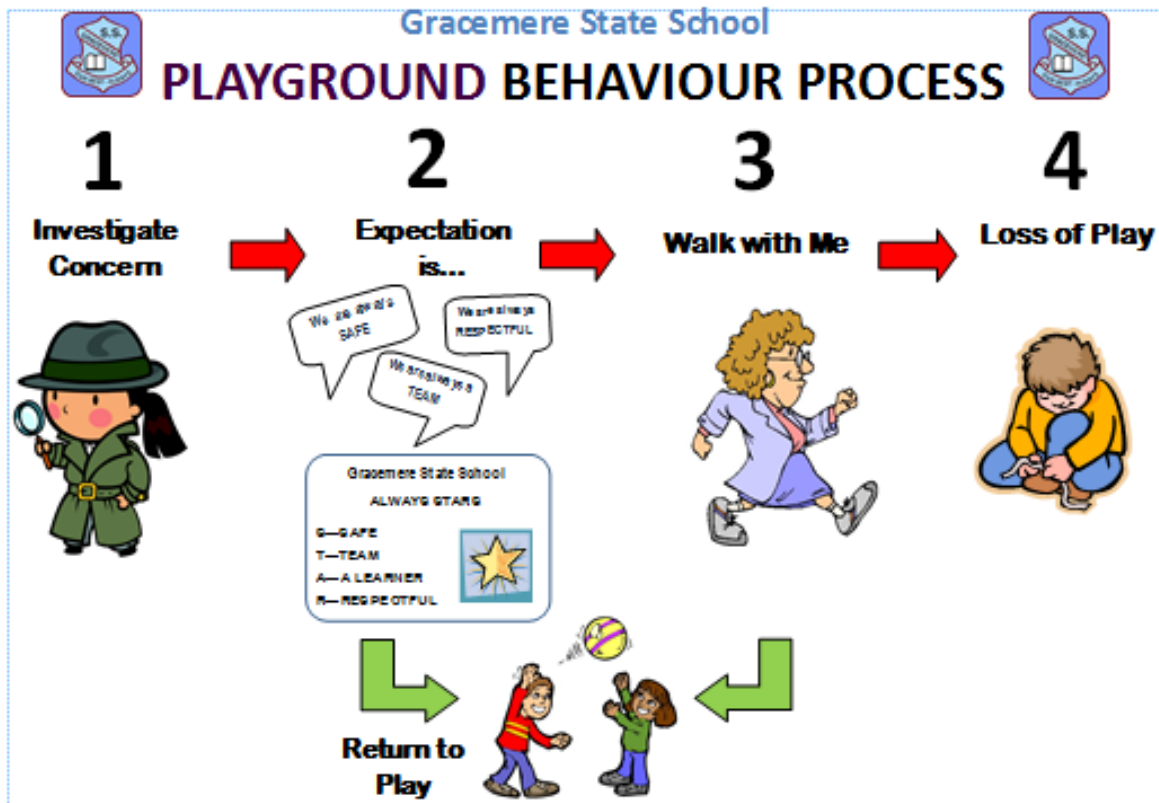
You need to reflect on why you are here!

When you complete the reflection sheet, you need to

1. Use your best handwriting.
2. Complete it using full sentences. (***)Remembering punctuation - capitals etc)
3. Raise your hand and I will come to you when I am ready - not when you are ready.
4. You need to take responsibility for **YOUR** behaviour - Use 'I' statements.
5. Think about your behaviour - only **YOU** can change your actions/choices.







Appendix 8



Student name _____

Date: _____



Playground Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Break					
	Adventure PG	Tennis Court	Library	Tackle 6	Oval
2nd Break					
	Adventure PG	Basketball Court	Adventure PG	Library	Office

Notes/Comments:

Appendix 9



Gracemere State School

DAILY BEHAVIOUR SHEET RE-ENTRY

NAME:	COMMENCEMENT DATE:
CLASS:	BEHAVIOUR PLAN DURATION:
TODAY'S DATE:	

You have been placed on the behaviour card because of repeated misbehaviour and/ or a serious lack of concern on your part regarding your school work. It is your job, while on this sheet, to improve your effort in these problem areas.

Please:

- a. Present this card to the PRINCIPAL every day by 9.00am.
- b. Give this card to your TEACHER at the beginning of each day and also to SPECIALIST TEACHERS..
- c. Have your completed card signed by your parent/s each night.

BEHAVIOUR

G- Good
S- Satisfying
I- Improving
U- Unsatisfactory

WRITTEN WORK/ INDUSTRY

G- Good
S- Satisfying
I- Improving
U- Unsatisfactory

GOALS

- 1.
- 2.

ONE unsatisfactory – will be removed from class the next day to work independently supervised at the office.

What am I going to concentrate on today? Q1. What am I doing? Q2. What are the rules? Q3. What happens if I break the rules? Q4. Is that what I want to happen? Q5. What will happen if I disrupt again?					
Session	BEHAVIOUR	WRITTEN WORK	EQUIPMENT	TEACHER SIGNATURE	COMMUNICATION TO HOME
9.00 – 10.00					
10.00 – 11.00					
11.45 – 12.30					
12.30 – 1.00					
2.00 – 3.00					

PRINCIPAL'S SIGNATURE:
PARENT/CAREGIVERS SIGNATURE: