Responsible Behaviour Plan for Students

1. Purpose
The Department of Education and Training is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Innisfail State School is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review
This Responsible Behaviour Plan for Students was collaboratively developed by the Positive Behaviour for Learning (PB4L) Committee which has representation from all stakeholders in our school community. This includes teachers (an upper and a lower school representative), the Principal, the Head of Curriculum and the Head of Special Education Services. The PB4L committee meets fortnightly to review and respond to school data. Lessons are developed and implemented according to the identified needs.

3. Learning and behaviour statement
We aspire to our motto – LABORATI MELIORA; WORKING TOWARDS GREATER THINGS. This applies to personal development and academic achievement.

Essential to effective learning is a safe, supportive and disciplined environment that respects the rights of students to learn; teachers to teach and safety for all. This is demonstrated through responsible behaviour which is respectful of self, others, property and the environment. Classroom learning requires high levels of cooperation between staff and students.

Our School Expectations are:

At Innisfail State School I Make Smart Choices.
4. **Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

**Universal behaviour support:**
Resilient children have social competence; problem solving skills; autonomy; the ability to self-reflect and a sense of purpose and hope for the future.

Effective Classroom Management relies on the consistent and constant:
- Establishment of high expectations and clear boundaries.
- Display of School Expectations in every classroom.
- Use of the Essential Skills for Classroom Management (ESCM)
- Use of Coaching Feedback Model. Reflection by:
  - Teachers on our teaching practices – profiling.
  - Students on their behaviour and learning, through Classroom Reflection activities.
- Rewards for positive behaviour such as: Class Awards, Postcards, RockIt! Awards System,
- The Principal and Class Teacher to conduct early liaison with the home environment.mjans22
- Building Positive Relationships through lunchtime interactions such as other activities offered e.g. Friendship Club.
- Use of community resources such as Mamu, Hospital, Community Support Centre, CYMHS
- Explicit teaching of targeted behaviour lessons fortnightly and review lessons daily
- Explicit teaching of the ‘Behaviour Matrix’ and ‘Smart Choices Guidelines’
- Following of the ‘Smart Choices Guidelines’ (Thinking First Table, Buddy Room, Turn-A-Round 180)
- Use of High 5 hand to solve problems in a respectful manner
- Student Lanyards for permissioned exits from the classroom in learning time.

<table>
<thead>
<tr>
<th>Rewards for positive Behaviour</th>
<th>Frequency</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Card</td>
<td>Every student once per Semester</td>
<td>Record on OneSchool under positive behaviour. Send Postcard home in the mail.</td>
</tr>
<tr>
<td>Class Awards</td>
<td>2 students from each class weekly on Parade</td>
<td>Record on OneSchool under positive behaviour. Print out the award and write the students’ names in the parade book</td>
</tr>
<tr>
<td>Classroom Behaviour chart</td>
<td>Daily</td>
<td>Students move up a level when demonstrating the classroom expectations. The students receive a reward when they reach the top of the chart.</td>
</tr>
<tr>
<td>RockIt Awards</td>
<td>Often</td>
<td>Students frequently receive a learning, safety, responsibility or respect RockIt. They write their name on the RockIt and put it into the classroom RockIt box. One student’s name is drawn out on parade to receive a prize.</td>
</tr>
<tr>
<td>RockIt Certificates</td>
<td>Fortnightly</td>
<td>Each fortnight student’s RockIt awards are compiled and they receive a certificate on Parade for the amount of Rock Its they have received - 25, 50, 100, 150, 200 etc.</td>
</tr>
<tr>
<td>Rocket continuum</td>
<td>Each term</td>
<td>Students will move up one level of the rocket if they have demonstrated positive behaviour throughout the term. Levels include: Earth, Boarding Pass, Key, Space Block, Top of the Rocket If students do not move up, a behaviour plan needs to be in place to assist students to reach their goals (Tier 2 and 3)</td>
</tr>
</tbody>
</table>
**Targeted behaviour support:**

*EFFECTIVE LEARNING IN A POSITIVE, SOCIALLY JUST ENVIRONMENT*

**Intensive behaviour support:**

Innisfail State School responds to unacceptable behaviour on a continuum of behaviour support along which students are provided with the opportunity and learning to make smart choices. Early notification and involvement from the Principal to parents/carer agencies is crucial to improved outcomes for all students. Consistency of expectations and consequences and co-support are essential.

Staff members identify students with recurring behaviour and refer their case to the weekly Student Support Meetings. Response to individual student needs is recorded on student’s referral form. Individual behaviour plans are developed in consultation with key stakeholders and are recorded and uploaded to OneSchool. Student Disciplinary Absences are to be used after consideration has been given to all other responses. The time that the student is suspended will be utilised to develop a support team to enable the student to successfully re-enter the school.

5. **Emergency responses or critical incidents**

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).

**Physical Intervention:**
Staff may make legitimate use of physical intervention *only 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 Innisfail 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.

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:
- incident report on OneSchool
- Health and Safety incident record (link)

6. Consequences for unacceptable behaviour
At Innisfail State School we operate within a framework for setting appropriate consequences for unacceptable behaviour. The consequences are outlined within the Smart Choices Matrix. There is an expectation that all consequences are logically or naturally linked to the behaviour. The most natural consequence is a service in reparation. Service may be to others, the school or self. We work to keep all students safe and engaged in learning at our school. In all cases the school follows The Department of Education and Training’s policy on suspension and exclusion.

Minor and major behaviours:
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the Principal

Examples of Minor and Major behaviours from the Smart Choices Guidelines:

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 5</td>
</tr>
<tr>
<td>- Failing to follow teacher instruction</td>
<td>- Injury to others caused by physical fighting.</td>
</tr>
<tr>
<td>- Failing to prepare for class or activity</td>
<td>- Abusive language directed at staff.</td>
</tr>
<tr>
<td>- Inappropriate use of school or other equipment</td>
<td>- Racist remarks directed to another.</td>
</tr>
<tr>
<td>- No hat, running on concrete</td>
<td>- Possession, use and / or supply of illegal drugs.</td>
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<tr>
<td>- Failing to meet schoolwork expectations</td>
<td>- Possession and / or use of a weapon.</td>
</tr>
<tr>
<td>- Playing / eating / drinking in non-designated areas</td>
<td>- Physical misconduct and / or assault directed at staff and / or students.</td>
</tr>
<tr>
<td>- Chewing gum/lollies</td>
<td>- Serious misconduct outside the realms of school authority to address or modify.</td>
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<tr>
<td>- Bringing personal objects to school</td>
<td>- Dacking</td>
</tr>
<tr>
<td>- Possession and use of mobile phone</td>
<td>- Smoking cigarettes and / or possession of tobacco products.</td>
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<tr>
<td>- Minor arguments with students at playtime</td>
<td>- Possession and / or consumption of alcohol.</td>
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<tr>
<td>- Level 2</td>
<td>- Gross indecency.</td>
</tr>
<tr>
<td>- Rudeness, disobedience, disrespect</td>
<td>- Sexual harassment/misconduct.</td>
</tr>
<tr>
<td>- Minor teasing</td>
<td>- Pornography</td>
</tr>
<tr>
<td>- Inappropriate language</td>
<td>- All forms of bullying</td>
</tr>
<tr>
<td>- Refusal to participate in curriculum program as directed by teacher</td>
<td>- Truancy</td>
</tr>
<tr>
<td>- Interrupting the learning of other students in class, playground, sporting activities or excursions</td>
<td>- Cyber Bullying - using internet or personal technology devices to direct abusive language or make threats to others.</td>
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<tr>
<td>- Continued incompletion of homework or assignments</td>
<td>- Major vandalism.</td>
</tr>
<tr>
<td>- Rough play and handling</td>
<td>- Major theft.</td>
</tr>
<tr>
<td>- Level 3</td>
<td>- Arson</td>
</tr>
<tr>
<td>- Intentional and continued disobedience</td>
<td></td>
</tr>
<tr>
<td>- Use of seriously inappropriate language or actions</td>
<td></td>
</tr>
<tr>
<td>- Abusive language</td>
<td></td>
</tr>
<tr>
<td>- Verbal threats to students and intimidation of students</td>
<td></td>
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<tr>
<td>- Vandalism including damage to school property</td>
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<tr>
<td>- Inciting others to behave inappropriately</td>
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<tr>
<td>- Unexplained absence from class or service</td>
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<tr>
<td>- Level 4</td>
<td></td>
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<tr>
<td>- Intimidation of staff</td>
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<tr>
<td>- Minor theft e.g. taking classroom resources</td>
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<tr>
<td>- Physical aggression not including fighting</td>
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<tr>
<td>- Significant verbal threats to students and intimidation of students</td>
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<tr>
<td>- Leaving school grounds without permission</td>
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</table>
Innisfail State School has an expectation that students will maintain a high level of appropriate behaviour both within school grounds and when representing the school outside of the school grounds. Students who have not demonstrated responsible behaviour which is respectful of self, others, property and the environment will be unable to attend activities outside of the school, these activities may include: camps, excursions and sporting activities including curriculum based swimming.

<table>
<thead>
<tr>
<th>Consequences for negative Behaviour</th>
<th>Frequency</th>
<th>Procedure</th>
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<tbody>
<tr>
<td>Turnaround 180</td>
<td>P-3 &lt;4 per term 4-6 &lt;3 per term May be negotiated</td>
<td>Record on OneSchool. Students will not move up the Rocket if they attend more than the number outlined.</td>
</tr>
<tr>
<td>Suspensions</td>
<td>P-6 &lt;2 per term</td>
<td>Record incident on OneSchool. Students will not move up the Rocket if they attend more than the number outlined. Note: Homework must be provided for students who have been suspended within 24hrs. It will be made available for parents or guardians to collect from the front office.</td>
</tr>
</tbody>
</table>

**Returning from Suspension:**
Students returning from suspension are required to attend a re-entry meeting with their parent or guardian. A “Return from Disciplinary Absence Plan” will be developed with the Principal and classroom teacher in attendance. The plan will identify the behaviour issues and the tasks or behaviours that the student, parent and teacher agree to perform in order for the student to return to class. A support team will be formed to support the student in order to enable the student to be successful. If the student does not abide by the plan then additional consequences will be implemented. If a parent or guardian is not available for the re-entry meeting the students will need to return home and the meeting will be rescheduled for the following day.

**Communication:**
At Innisfail State School it is essential to maintain positive relationships both with students and parents. The first point of contact for parents who wish to discuss their child’s behaviour is the classroom teacher. The classroom teacher has the most knowledge about the students’ in their class and will be able to discuss how the student is progressing within the classroom and strategies that have been put in place to support the student to meet the behaviour expectations at Innisfail State School.

**7. Network of student support**
**Student Support is derived from Whole School Community Planning:**
The School Philosophy explains our whole school approach to providing a disciplined, safe and supportive environment based on building respectful relationships between staff and students.

A formal Network of student support is provided through our Student Support Meetings which is the hub of the Student Support network. Children whose needs are not being met in some way (“at risk”) are identified and discussed at these meetings. It supports teachers in their planning, outlines future actions and enlists assistance from outside agencies.

We involve:
- Primary and Special Education Sectors
- Staff (teaching, administration, support and ancillary)
- Guidance Officer
- Students
- Community Support Centre
- Department of Child Safety
- School Chaplain
- Family Planning Queensland
- Child and Youth Mental Health
- Queensland Police Service
- Medical Specialists
- Assorted Therapy Services
8. Consideration of individual circumstances

School Response to inappropriate student behaviour considers both the individual circumstances and actions of the student and the needs and rights of the school community members.

We believe that responses to inappropriate student behaviour must consider the circumstances of the student(s) as well as the needs and rights of all school community members.

We therefore use a team approach to gain greater awareness and understanding of the personal history of the student. This team may consist of the class teacher, parents and caregivers, the Student Support Committee, the Guidance Officer and representatives from other community agencies. A variety of consequence options may be taken, depending on the child and his/her circumstance. Children who require special consideration are identified within the Behaviour Support Process and have Individual Behaviour Support Plans. These plans allow for individual circumstance to guide the application of the consequence. Although it is expected that every member of our school community abide by our Responsible Behaviour Plan, it deliberately allows some flexibility in the choice of consequence applied, in order to cater for individual circumstance.

Students who may require special consideration include:
- Children with a disability.
- Children for whom English is a Second Language.
- Children in Care.
- Children targeted with challenging behaviours.
- Children with trauma

Social Justice is not about treating everyone the same. It is about giving people what they need. Individual students require individual consideration.

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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
• Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
• Managing Electronic Identities and Identity Management
• Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• Temporary Removal of Student Property by School Staff

11. Some related resources

• National Safe Schools Framework
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together
• Safe Schools Hub

Endorsement

Principal

P&C President

Date effective: from …………………………………………. to ………………………………………..
APPENDIX 1
The Use of Personal Technology Devices at Innisfail State 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.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, tablets, mobile phones, digital video cameras or MP3 players 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 turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Innisfail State School. Students who use personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate among the student body or outside the school, by any means (including distribution by phone or internet posting) build 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 bullying 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 and 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.

**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 Deputy Principal or Principal.

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* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberries®, 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.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
APPENDIX 2
Procedures for Preventing and Responding to Incidents of Bullying (including Cyber Bullying)

Purpose
Innisfail 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 Innisfail 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 Innisfail 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:
- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Innisfail 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 Innisfail State School are an addition to our already research-validated Positive Behaviour for Learning 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 school wide positive behaviour support practices will be maintained at all times. This will ensure that:

- Our positive behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 4 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.

Innisfail State School uses behavioural data for decision-making. This data is entered into our database 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.
APPENDIX 3

Appropriate use of social media

Innisfail State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others. Innisfail State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Innisfail State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Innisfail State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Innisfail State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Innisfail State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Innisfail State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Innisfail State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Innisfail State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”. The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Innisfail State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Innisfail State School expects its students to engage in positive online behaviours.
APPENDIX 4
The 10 Essential Skills for Classroom Management - ESCM

ESCM SKILL 1: ESTABLISHING EXPECTATIONS
- 3-5 short, simple, clearly defined expectations—our school rules are:
  - Learn, know, respect, be safe, be respectful
- Make rules explicit to draw attention to appropriate behaviors
- Refer to rules frequently
- Discuss relevant scenarios (positive & negative)
- Consequence possible consequences (positive & negative)
- Model, model, model!
- Refer to rules when they are being followed, not just when they're not being followed
- Publicly recognize expectations/consequences where students can enjoy them.

ESCM SKILL 2: INSTRUCTION GIVING
- Give instruction from a designated point in the room
- Get attention with either verbal/non-verbal gestures
- Wait and pause (ADD:)
- Calmly, stop, disengage with one student
- Start instruction with a mantra
- Use only, one, finally measured tone
- Make instruction short and clear
- Use meaningful words
- Create expectations by sharing
- Expectation written on "Thinkpad"
- If necessary, move toward student's not ready
- If necessary, when in close proximity, repeat instruction
- If necessary, follow through with action and apply consequence.

ESCM SKILL 3: WAITING AND SCANNING
- Give student time to process the instruction/behavior
- Wait 3-4 seconds after you have given an instruction (give, pause, according to the needs of the situation)
- Start off with a group to encourage a point of quiet focus
- Wait the entire time to think students will give you time
- Student group will link with a partner"supporter" encouraging or "mediation" as necessary
- Versa bides her point down...wait is picking up integrity...dials into the book.

ESCM SKILL 4: CUING WITH PARALLEL ACKNOWLEDGEMENT
- Use praise, questions, student is off task, acknowledge and praise in close proximity
- Acknowledge that person with a descriptive encourager
- Follow up with a new task technique and mentor food language
- Encourages encourager: "Okay, I am zeroing in," "I'm just zeroing in," or "I'm just zeroing in in" from various languages:

ESCM SKILL 5: BODY LANGUAGE ENCOURAGING
- Try very, "Stop, Start, Stop, Finish"
- Youth work with other students
- Verbal: "Stop, Start, Stop, Finish"
- Eye contact
- Hand signals / Sign Language
- Peripheral Vision: Scan chair regularity while working with students or group
- Myself
- Sit: include properly
- Come here
- Turn around

ESCM SKILL 6: SELECTIVE ATTENDING
- Use when student is displaying off-task or inappropriate behavior that is not actually disruptive to others
- Be ready to use a descriptive encourager, if necessary give choice / warning
- Have student in peripheral view
- Attentional student when a task begins to seriously disrupt others, off-task behavior is maintained over extended period of time
- Make eye contact much off
- Prompt, Pause, Push Off
- "No" or "Wrong"

ESCM SKILL 7: GIVING A CHOICE
- Use after a redirection has been used
- If done properly
- Reaffirm correctness, maintain and free voice
- "Your choices are...or..."
- Walk away and look left
- To follow up for choices to be made
- Follow through with choice if choice not made
- Next lesson discussion might be effective

ESCM SKILL 8: REDIRECTING THE LEARNING (Not the Behaviour)
- Non-verbal
- Hand signals, gestures, non-verbal instructions
- Verbal / Physical
- "Stop, Start, Stop, Finish"
- Prompt, Pause, Push Off
- "No" or "Wrong"

ESCM SKILL 9: FOLLOWING THROUGH
- Respond to any negative behaviors with appropriate body language and a calm, firm voice
- Consider removing the student, clear the environment
- Do your best and try, you won't always
- In a classroom, work to help immediately
- Reinforce the disc
- Notice non-verbal language and deal with it—seriously or not
- Receive behavior management plan if necessary
- Involved in a collaborative meeting (not in public, e.g. at coffee)
- Follow-up with a class discussion, post towards parents
- Take a short break if you need to (be responsible for your emotions and behavior).
# INNISFAIL STATE SCHOOL – BEHAVIOUR MATRIX

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Classroom</th>
<th>Bus</th>
<th>Eating Area</th>
<th>Play Areas</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learn</strong></td>
<td>Participate at school 5 days a week</td>
<td>Be ready for learning on time and with the correct equipment</td>
<td>Be a good role model by demonstrating bus line expectations</td>
<td>Make healthy food choices</td>
<td>Follow toilet block expectations</td>
</tr>
<tr>
<td></td>
<td>Arrive on time with right equipment</td>
<td>Have-a-go at all tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Super 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask questions if you are not sure what to do</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Show Respect

<table>
<thead>
<tr>
<th>Use appropriate language by choosing clean words</th>
<th>Raise your hand to speak</th>
<th>Listen for your name and respond respectfully when it is called</th>
<th>Sit peacefully when you are eating</th>
<th>Take turns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treat others as you want to be treated</td>
<td>Work collaboratively when instructed</td>
<td>Super 6 during roll call</td>
<td>Talk quietly</td>
<td>Include others</td>
</tr>
<tr>
<td>Wear full school uniform</td>
<td></td>
<td>Quiet talking when instructed</td>
<td>When the bell rings sit on a dot into line</td>
<td></td>
</tr>
</tbody>
</table>

### Act Responsibly

<table>
<thead>
<tr>
<th>Look after our school environment by keeping it tidy</th>
<th>Before class line up/sit on a dot</th>
<th>Walk promptly to the undercover area</th>
<th>Eat your own lunch</th>
<th>Play school approved games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own your own behaviour</td>
<td>Allow others to learn by doing your job</td>
<td>Sit peacefully in your line</td>
<td>When the bell rings put your rubbish in the bin, go to the toilet and sit on a dot</td>
<td>Play according to the game rules</td>
</tr>
<tr>
<td>Solve or report problems</td>
<td>Be organised</td>
<td>Take all belongings with you</td>
<td>Sit quietly in class lines and wait for your teacher</td>
<td>Use toilets for intended purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Keep toilets and toilet block area clean</td>
</tr>
</tbody>
</table>

### Act Safely

<table>
<thead>
<tr>
<th>Follow adult directions</th>
<th>Use walking feet when entering or moving around your classroom</th>
<th>Walk in one line following expectations</th>
<th>When the bells rings walk to your eating area</th>
<th>Use play equipment appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands and feet on yourself</td>
<td>Use all equipment and furniture for its intended purpose</td>
<td>Remain seated and respectful whilst on the bus</td>
<td></td>
<td>Wear hats and shoes</td>
</tr>
<tr>
<td>Leave toys and valuables at home</td>
<td></td>
<td></td>
<td></td>
<td>Walk on the concrete areas</td>
</tr>
</tbody>
</table>

| Follow the hand washing procedure |                                           |                                           |                                           | Walk in toilet block area |

*Queensland Government*
APPENDIX 6

Innisfail State School Behaviour Process

- NOTE: After each lunch break the process restarts, this provides students with an opportunity to ‘turn’ their behaviour around.

### Essential Skills for Classroom Management (ESCM)

#### Warning
- Student is made aware of unacceptable behaviour and consequences.
- Teacher/Teacher Aide to remind students of expectations.
- Accurate records of behaviour are kept and maintained.
- Service to others, school or self

#### Thinking First Table
- Reflection activity
- Service to others, school or self
- Teacher maintains records of the behaviour
- OneSchool Report is welcome but not essential at this stage.
- For Playground – reminder of expectations and sit student out for a period of time

#### Buddy Room
- Work/Reflection Activity
- Debrief and Re-Entry Discussions
- Parent informed by phone or letter (if continual).
- OneSchool Report is **essential**
- Principal can be informed via OneSchool.
- For Playground – apply natural consequences in area. Staff member to record on Behaviour Monitoring Sheet (Appendix15) in the playground duty folders.

#### Turn-A-Round 180
- OneSchool Report essential – refer to Principal, class teacher and GO (where necessary).
- OneSchool reports to be printed and recorded in folder.
- Recurrent offenders require an Individual Behaviour Plan
- Principal to inform Parents and Student that suspension is imminent if behaviour does not change.
- Recurrent offenders to be referred to the Principal & Student Support Committee ASAP.
- For Playground – Yellow slip to be completed and sent to Turnaround 180 duty staff member. Send student to Principal for serious misdemeanours.

#### Suspension/Exclusion
- (After suspension there is review of the incident after a suitable time lapse.)

Consultation with staff including principal and all support staff
- Flexible approach to programming as a means to support behaviour
- Positive support sought from parents.
- Consultation with other agencies if appropriate.
- Examination and modification of organisational and relationship factors.

---

**The Code of School Behaviour**
- Students are given the opportunity to state own case.
- Students can be placed on any level depending on the seriousness of any single incident.
- Students with proven appropriate behaviour return to routine.
APPENDIX 7
TURN-A-ROUND 180 FLOWCHART

Student Behaviours
Send to 180 – refer to Smart Choices Guidelines document

Complete a OneSchool Report
Print

Complete behaviour details on Yellow Turn-a-round Slip E.g. You were disrupting the class by making loud noises. You were sent to thinking first and buddy room.

Record Student’s Name and behaviours in Orange Folder in Staff Room. Inform student that they will need to attend 180.

Turn-a-round 180
1. What did you do to be in this position?
2. Reflect on behaviours and discuss “What will you do next time?
3. Social Skills Activity or Game (capitalise on teachable moments)

Turn-a-round 180 Staff Member to complete the letter and hand into the office. Return any yellow slips to the staff member who referred student.

Referring Staff member to complete OneSchool behaviours within 48hrs.

Office Staff to number letter and record data in folder. Make two copies of the letter and send original to the parent in the post, file the next in the folder and deliver the last to the teacher.

Letter 1
Teacher to debrief with student about expectations.

Letter 2
Teacher to contact parent and state behaviours that have led to the letter. State the consequences that have been applied. Explain that the next step if the behaviour continues will be a parent meeting and behaviour plan.

Letter 3
Teacher to organise parent/Principal and teacher meeting and write an IBMP to manage behaviours.
APPENDIX 8

Turn-A-Round 180 Slip

Student Name: ___________________________  Class: _______________

Please explain action at each step

☐ Warning ___________________________________________________________

☐ Natural Consequence _________________________________________________

☐ Time Out ___________________________________________________________

Briefly describe incident:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

CT/ Duty Staff Name: _________________________  ☐ OneSchooled?

Follow-Up: ☐ Needs to return (180 teacher)

____________________________________________________________________

____________________________________________________________________

180 Teacher Signature: __________________________

Buddy Room Slip

Student Name: ___________________________  Date: _____________

Time: _____________

Incident Type:

☐ Verbal Misconduct _____________________________________________

☐ Physical Misconduct _____________________________________________

☐ Disruptive _____________________________________________________

☐ Non-compliant _________________________________________________

☐ Other: _________________________________________________________

Duration: ☐ ____ minutes

(No student should be away from learning for more than 15 minutes)

Class Teacher: ________________  Buddy Teacher: ________________

NOTE: Please sign this slip after debrief with student and return to their classroom teacher.
## Thinking Table Reflection

Name: ________________________  Today’s Date: ______________________

### What did you do?

### What are the 4 school expectations?

### What will your behaviour look like now?
Remember to...

High 5

1. Ignore
2. Talk Friendly
3. Walk Away
4. Talk Firmly
5. Report
APPENDIX 12

Recording a OneSchool Behaviour Incident:

W (Where and When) - Area B playground, big lunch
I (Inappropriate behaviour) - John slapped Jack across his back
F (First thing before behaviour) - Jack called John an idiot
I (Immediately after behaviour) - John ran away, Jack approached teacher
S (Student Consequences) - John will attend Turn-a-round 180 for 1 day

Recording an incident:
• Log into OneSchool
• Behaviour Support tab – Single/Multiple Student Incident
• Use dot points. An asterisk (*) signifies a dot point in OneSchool.
• The student(s) are the audience.
  E.g., 'At 11:15am on Monday 13 March 2012, you…….'
• Speak about yourself in the third person.
  E.g., 'The teacher instructed you to…….'
• Avoid using the names of other students in a record (if possible). Use initials if needed.
• Quote students directly, including swear words.
• Leave the motivation field blank unless you have a good idea of the motivation for the behaviour.
• Major referrals must be referred to the relevant staff member
• Only select one behaviour category. Be as specific as possible.
  Note: The ‘Other conduct prejudicial to the good order and management of school’ is unlikely to be the most specific option.
• Choose ALL STAFF for the ‘Restricted to’ field to enable patterns of behaviour to be identified by other staff members.
  Note – for incidents of a sensitive nature, consult with your line manager and refer to school protocols for appropriate recording.
• Remember to click SAVE

Incident details Example:
At big lunch, you slapped another student across the back because the other student called you an idiot. You ran away when the other student reported the incident to the teacher. You will attend Turn-a-round 180 for a day.
APPENDIX 13

Recording a OneSchool Positive Behaviour:

Recording a Positive Behaviour:

- Log into OneSchool
- Behaviour Support tab – Record Positive Behaviour
- Select the positive behaviour category:
  - Awards – Weekly awards for parade
  - RockIt Awards – Only to be used for rewarding the students for the RockIts that they have earned
  - Postcards – Sent home at least once a semester
- Select a School Category:
  - Smart Choices – 4 Learning Expectations
  - Acting Responsibly
  - Acting Safely
  - Learn
  - Showing Respect
- Record the details of the Reward – always start with, For….
- Click NEXT
- Review the Summary and Click FINISH
- Select an Available Report or Letter
  - Positive Behaviour Certificate
  - Positive Behaviour Certificate of recognition
- Print the Positive Behaviour Certificate

Details of the Reward Example:

For always being organised and ready to learn.
APPENDIX 14
Rocket Continuum:

**EARTH** – First stage of the rocket continuum
- All students begin on Earth at the beginning of the year.

**BOARDING PASS** – Second stage of the rocket continuum
- Students can move up to the Boarding Pass at the end of Term One.
- Children who didn’t move off the Earth level are eligible to move at any stage during the term at the discretion of the teacher.

**KEY** – Third stage of the rocket continuum
- Students can move to the key at the end of Term Two.
- A bronze medal is awarded at the end of the year.
- Children who didn’t move to the Boarding Pass level are eligible to move at any stage during Term 2 at the discretion of the teacher.

**SPACE BLOCK** – Fourth stage of the rocket continuum
- Students can move to the Space Block at the end of Term Three.
- A silver medal is awarded to students at the end of the year.
- Children who didn’t move to the Key level are eligible to move at any stage during Term 3 at the discretion of the teacher.

**TIP OF THE ROCKET** – Last stage of the rocket continuum
- Students can move to the Tip at the end of Term Four.
- A gold medal is awarded to students at the end of the year.
- The students go into a draw for an electronic device (iPod, tablet etc.)
- Children who didn’t move to the Space Block level are eligible to move at any stage during Term 4 at the discretion of the teacher.
# Staff Monitoring Behaviour Record Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Class</th>
<th>Period</th>
<th>Location</th>
<th>Comment</th>
<th>Oneschooled?</th>
<th>Turnaround 180?</th>
</tr>
</thead>
</table>

- **Behaviour**
  - (tick one only)
  - Bullying/Harassment
  - Defiant to adults
  - Non-compliant with routine
  - Property Misconduct
  - Physical Misconduct
  - Verbal misconduct

- **Natural consequences**
  - (tick one only)
  - Paper pick up
  - Sitting out
  - Walk with the teacher
  - Other

**Period** - (Lunch, Afternoon Tea, Bus Duty)

**Location** - Area A, Area B, Area C (play), Area C (eating), Area C (bus), Music room, Library.
<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Class</th>
<th>Behaviour</th>
<th>Natural consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/03</td>
<td>Student A</td>
<td>2/3</td>
<td>Bullying/Harassment</td>
<td>Natural consequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Defiant to adults</td>
<td>Paper pick up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-compliant with routine</td>
<td>Sitting out</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Property Misconduct</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical Misconduct</td>
<td>Walk with the teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verbal misconduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>paper pick up</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sitting out</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Walk with the teacher</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
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<td></td>
<td></td>
<td>Turnaround 180°</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oneschooled?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period</td>
<td>Location</td>
</tr>
<tr>
<td>22/03</td>
<td>Student B</td>
<td>1/2</td>
<td>Bullying/Harassment</td>
<td>Natural consequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Defiant to adults</td>
<td>Paper pick up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-compliant with routine</td>
<td>Sitting out</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Property Misconduct</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical Misconduct</td>
<td>Walk with the teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verbal misconduct</td>
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<td></td>
<td></td>
<td>paper pick up</td>
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<td>Sitting out</td>
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<td>Other</td>
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<td></td>
<td>Walk with the teacher</td>
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<td>Other</td>
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<td></td>
<td>Turnaround 180°</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oneschooled?</td>
<td></td>
</tr>
</tbody>
</table>

**Period** - (Lunch, Afternoon Tea, Bus Duty)  
**Location** - Area A, Area B, Area C (play), Area C (eating), Area C (bus), Music room, Library.
### Smart Choices Guidelines

#### APPENDIX 18

<table>
<thead>
<tr>
<th>LEVEL 1 - Warning</th>
<th>Consequences that may be applied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unacceptable single incident student behaviours may include:</strong></td>
<td><strong>Consequences that may be applied could include:</strong></td>
</tr>
<tr>
<td>- Failing to follow teacher instructions</td>
<td>- Verbal warning</td>
</tr>
<tr>
<td>- Failing to prepare for class or activity</td>
<td>- Reminder of immoral/State School expectations</td>
</tr>
<tr>
<td>- Inappropriate use of school or other equipment</td>
<td>- Request student to explain school expectations</td>
</tr>
<tr>
<td>- No hat, running on concrete</td>
<td>- If appropriate, temporary confiscation of personal items which will be returned to the student as negotiated</td>
</tr>
<tr>
<td>- Failing to meet some or most expectations</td>
<td>- Suspension during lunch time until the next day or the week</td>
</tr>
<tr>
<td>- Playing / eating / drinking in non-designated areas</td>
<td>- After repeated applications of the above consequences produce little or no improvement in the student’s behaviour, then a Level 2 consequence may be applied</td>
</tr>
<tr>
<td>- Cheating / plott / plagiarising</td>
<td></td>
</tr>
<tr>
<td>- Insulting personal objects to school</td>
<td></td>
</tr>
<tr>
<td>- Possession and use of mobile phone</td>
<td></td>
</tr>
<tr>
<td>- Minor arguments with students at playtime</td>
<td></td>
</tr>
</tbody>
</table>

#### LEVEL 2 - Thinking First/Table/Reflection |

<table>
<thead>
<tr>
<th>Unacceptable single incident student behaviours may include:</th>
<th>Consequences that may be applied could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 behaviour continued</strong></td>
<td>- Throwing First Table; where student complete a reflection sheet</td>
</tr>
<tr>
<td>- Recklessness, disobedience, disrespect</td>
<td>- Return to class after discussion between student and adult</td>
</tr>
<tr>
<td>- Minor teasing</td>
<td>- Discussion with teacher about the appropriate behaviours in the playground and classroom</td>
</tr>
<tr>
<td>- Inappropriate language</td>
<td>- Assign student to accompany adult on playground duty</td>
</tr>
<tr>
<td>- Refuse to participate in curriculum programs as directed by teacher</td>
<td>- Supervised lunch time service to class</td>
</tr>
<tr>
<td>- Interfering the learning of other students in class, playground, sporting activities or excursions</td>
<td>- Withdrawal of privileges</td>
</tr>
<tr>
<td>- Continued non-compliance of homework or assignments</td>
<td>- One school report can be made</td>
</tr>
<tr>
<td>- Rough play and handling</td>
<td>- If repeated applications of the above consequences produce no improvement in the student’s behaviour, then a Level 3 consequence may be applied</td>
</tr>
</tbody>
</table>

#### LEVEL 3 - Buddy Room/Natural Consequence |

<table>
<thead>
<tr>
<th>Unacceptable single incident student behaviours may include:</th>
<th>Consequences that may be applied could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 2 behaviours continued</strong></td>
<td>- Direct student to Buddy Room</td>
</tr>
<tr>
<td>- Intentional and continued disobedience</td>
<td>- Keep in the classroom by class teacher</td>
</tr>
<tr>
<td>- Use of sassy or inappropriate language or actions</td>
<td>- Work with teacher on duty</td>
</tr>
<tr>
<td>- Abusive language</td>
<td>- Resolution between affected parties</td>
</tr>
<tr>
<td>- Verbal threats to students and intimidation of students</td>
<td>- Time Out from playground, sporting activities or excursions</td>
</tr>
<tr>
<td>- Use of sassy or inappropriate language or actions</td>
<td>- Class or school community service with teachers on duty</td>
</tr>
<tr>
<td>- Inviting others to behave inappropriately</td>
<td>- Exclusion from attending camps, excursions or district sport events</td>
</tr>
<tr>
<td>- Unexplained absence from class or service</td>
<td>- If repetition of the above actions allow no improvement in behaviour, Level 4 consequence may be applied</td>
</tr>
<tr>
<td>- Unexplained absence from class or service</td>
<td>- Referenced to student support team (for assessment and support (APM))</td>
</tr>
</tbody>
</table>

#### LEVEL 4 - Turn-A-Round 180 |

<table>
<thead>
<tr>
<th>Unacceptable single incident student behaviours may include:</th>
<th>Consequences that may be applied could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Repeated of the above behaviours above these levels.</td>
<td>- Turn-A-Round 180</td>
</tr>
<tr>
<td>- Intimidation of staff</td>
<td>- Refer all to student support team for assessment or support (if appropriate)</td>
</tr>
<tr>
<td>- Minor theft, e.g. taking classroom resources</td>
<td>- Implementation of Individual Behaviour Management Plan including use of Daily Behaviour Record</td>
</tr>
<tr>
<td>- Physical aggression not including fighting</td>
<td>- Incident could be completed</td>
</tr>
<tr>
<td>- Significant verbal threats to students and intimidation of students</td>
<td>- Turnaround 180 Letter to be sent home</td>
</tr>
<tr>
<td>- Leaving school grounds without permission</td>
<td>- Teacher to contact parent to communicate student’s behaviour when 2nd letter is sent. Teacher to inform parent of consequences if behaviour at school continues</td>
</tr>
<tr>
<td>- Refusal</td>
<td>- After the 2nd Turnaround 180 letter class teacher to develop an IEP and present this to parent/student/principal at a scheduled meeting within three days of receipt</td>
</tr>
</tbody>
</table>

#### LEVEL 5 - Sent to Principal |

<table>
<thead>
<tr>
<th>unacceptable student behaviours may include:</th>
<th>Consequences that may be applied could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Level 4 behaviours continued in frequency and intensity</td>
<td>- Suspension in line with Department of Education, Training and Employment Policy SMA-16 Student Disciplinary Absences (1-3 days)</td>
</tr>
<tr>
<td>- Injury to others caused by physical fighting</td>
<td>- Parent to be notified of suspension by principal</td>
</tr>
<tr>
<td>- Abusive language directed at staff</td>
<td>- On point of suspension, re-entry meeting must be organised for 2am or 12:30pm by principal and parent and class teacher (if applicable)</td>
</tr>
<tr>
<td>- Reckless romantic directed to another</td>
<td>- Re-entry meeting to be attended by student, parent, guardian, classroom teacher and principal - (Follow the ‘Policy of Leadership’ when principal is not on campus)</td>
</tr>
<tr>
<td>- Possession, use and / or supply of illicit drugs</td>
<td>- Student cannot attend school without parent’s or guardian’s permission at re-entry meeting</td>
</tr>
<tr>
<td>- Possession and / or use of a weapon</td>
<td>- When parent and student do not attend before 6:30 they will be sent home to re-enter on the next day</td>
</tr>
<tr>
<td>- Physical misconduct and / or assault directed at staff and / or students</td>
<td>- As negotiated, development of Individual Behaviour Management Plan</td>
</tr>
<tr>
<td>- Serious misconduct outside the realms of school authority to address or modify</td>
<td>- As negotiated, counseling sessions with the Guidance Office</td>
</tr>
<tr>
<td>- Cheating</td>
<td>- Recommendation for exclusion in line with Department of Education, Training and Employment Policy SMA-16 Student Disciplinary Absences</td>
</tr>
<tr>
<td>- Smoking cigarettes and / or possession of tobacco products</td>
<td>- Outside agency interest</td>
</tr>
<tr>
<td>- Possession and / or consumption of alcohol</td>
<td>- Police notification</td>
</tr>
<tr>
<td>- Gambling</td>
<td>- Behavioural issues that are not in line with the Code of Conduct</td>
</tr>
<tr>
<td>- Sexual harassment / misconduct</td>
<td>- Inappropriate sexual behaviours</td>
</tr>
<tr>
<td>- Pornography</td>
<td>- Harassment</td>
</tr>
<tr>
<td>- All forms of bullying</td>
<td>- Misbehaviour</td>
</tr>
<tr>
<td>- Truancy</td>
<td>- Cyber Bullying - using internet or personal technology devices to direct abusive language or make threats to others</td>
</tr>
<tr>
<td>- Cyber Bullying - using internet or personal technology devices to direct abusive language or make threats to others</td>
<td>- Major breaches</td>
</tr>
<tr>
<td>- Major breaches</td>
<td>- Minor breaches</td>
</tr>
<tr>
<td>- Major breach</td>
<td>- Action</td>
</tr>
</tbody>
</table>

*Please note: Additional student support and resources may be provided as needed.*