Grand Avenue State School

Responsible Behaviour

Plan for Students
### Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Positive Behaviour for Learning (PBL)</td>
<td>3</td>
</tr>
<tr>
<td>Why is Grand Avenue State School Implementing PBL?</td>
<td>4</td>
</tr>
<tr>
<td>How does PBL provide support for all students?</td>
<td>5</td>
</tr>
<tr>
<td>School Expectations</td>
<td>6</td>
</tr>
<tr>
<td>The Whole School Behaviour Expectations Matrix</td>
<td>7</td>
</tr>
<tr>
<td>PBL lessons</td>
<td>7</td>
</tr>
<tr>
<td>Encouraging positive behaviour</td>
<td>8-9</td>
</tr>
<tr>
<td>What happens when students do not follow school expectations?</td>
<td>10-11</td>
</tr>
<tr>
<td>Behaviour Flow Chart</td>
<td>12</td>
</tr>
<tr>
<td>Minor behaviours</td>
<td>13</td>
</tr>
<tr>
<td>Major behaviours</td>
<td>14-15</td>
</tr>
<tr>
<td>Bullying</td>
<td>16-18</td>
</tr>
<tr>
<td>Emergency situation or critical incident responses</td>
<td>19-20</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>1. The Use of Personal Technology Devices at School</td>
<td>22-24</td>
</tr>
<tr>
<td>2. Responsible Internet Use Agreement</td>
<td>25</td>
</tr>
<tr>
<td>3. Working Together To Keep Grand Avenue State School Safe</td>
<td>26</td>
</tr>
<tr>
<td>4. GASS Behaviour Criteria Sheet</td>
<td>27</td>
</tr>
<tr>
<td>5. The Whole School Behaviour Expectations Matrix</td>
<td>28-32</td>
</tr>
<tr>
<td>6. Re-think room process</td>
<td>33</td>
</tr>
</tbody>
</table>
What is Positive Behaviour for Learning?

Through Positive Behaviour for Learning (PBL), Grand Avenue State School aims to build and uphold a culture of community, responsibility and trust that emphasises the school’s expectations of a safe, respectful and responsible learning environment.

Positive Behaviour for Learning (PBL) is a framework that fosters a safe, respectful learning environment for students and staff. It is evidence based and implemented throughout the whole school.

The focus of PBL is to reinforce expected behaviours through:

- Clearly defined and taught behaviour expectations
- Consistent and frequent acknowledgment of appropriate behaviour
- Constructively and specifically addressing problem behaviour
- Effective use of behaviour data to assess and inform decision making

PBL results in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours.

Grand Avenue State School is committed to providing a positive 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.
Why is Grand Avenue State School Implementing PBL?

Grand Avenue State School creates a caring, dynamic and connected community that inspires and empowers all students to be creative, curious learners who grow, achieve and succeed. Our school vision is to engage young minds to influence and shape a better world. All areas of Grand Avenue State School are learning and teaching environments. We consider PBL to provide opportunities for valuable social learning as well as a means of maximising the success of student learning programs.

The development of the Responsible Behaviour Plan is informed through regular review of data sets relating to:

- Attendance
- Unexplained absences
- Suspensions and exclusions,
- Behaviour incidents including bullying and cyber-bullying
- Other inappropriate online behaviour
as well as ongoing
- Consultation with students, staff and parents
- Collaboration with our school community

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Grand Avenue State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

**In a PBL school:**

- Students respond positively as they have been taught what is expected of them
- Staff deliver consistent responses to student learning and behaviour
- Students feel safe and cared for at school. Their parents, family and community are more involved in their school
- Unproductive and challenging behaviour can be significantly reduced for most students.

This aligns with Grand Avenue’s core values:

- **Connected** – We cultivate respect, acceptance and collaboration
- **Aim for Excellence** – We achieve more than we think is possible
- **Resilient** – We cope and thrive in the face of difficulties, challenges and adversity
- **Independent** – We take responsibility for learning through creativity, intellectual curiosity and self-regulation
- **Nurture** – We foster confidence, kindness and compassion
- **Growth Mindset** – We display courage and perseverance to being the best at being better
How does PBL provide support for all students?

“If a child doesn’t know how to read, we teach. If a child doesn’t know how to spell, we teach. If a child doesn’t know how to count, we teach. If a child doesn’t know how to behave, we…teach?…punish?”

**Grand Avenue State School** implements the following **proactive and preventative processes** and **strategies** to support student behaviour:

- Explicit teaching of school expectations
- Weekly lesson plans with a whole school focus on teaching positive behaviour
- Clear and visible classroom rules
- Acknowledgment of positive behaviours through classroom and whole school reward systems
- The You Can Do It (YCDI) social skills program is explicitly taught alongside the whole school focus
- Chaplaincy, associated mentoring programs and lunch time Kids’ Clubs are available to students to support them in making positive behaviour choices.
- Specific Education Queensland policies are implemented to address:
  - the use of personal technology devices at school (see Appendix 1)
  - responsible use of the internet (see Appendix 2)
  - preventing and responding to incidents of bullying (including cyber bullying)
  - the use or possession of weapons including knives and any other items that could be considered a weapon in school (see Appendix 3)
- End of semester reporting against expected behaviour criteria (see Appendix 4)

**Individual behaviour plans** are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. This provides a personal framework of positive behaviour expectations and actions in order for students to demonstrate school behaviour expectations.

Students at Grand Avenue State School are supported through a system of universal, targeted, and intensive behaviour supports by

- Parents
- Teachers
- Support Staff
- Deputy Principals
- Principal
- Guidance Officer
- School Chaplain
- Adopt-a-Cops
- Senior Guidance Officer
- Advisory Visiting Teachers
- Acacia Ridge Behaviour Unit

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
- Local Council
- Neighbourhood Centre.
Our school community has identified the following four school expectations, that align with our vision, mission and core values, to teach and promote our high standards of responsible behaviour:

1. Successful learners
2. Take responsibility
3. Act safety
4. Respect everyone

Our school expectations 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*. 
The Whole School Behaviour Expectations Matrix

The Whole School Behaviour Expectations Matrix outlines our expected behaviour and associated lessons for teaching this behaviour. Types of behaviour are outlined alongside examples of minor and major behaviour (see Appendix 5).

These expectations are communicated to students via a number of strategies, including:
- Establishment of classroom rules that are clearly visible;
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of school expectation on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

PBL lessons

At Grand Avenue 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 whole school behaviour support - a strategy directed towards all students designed to support positive behaviour and provide a framework for responding to unacceptable behaviour.

The Gradual Release of Responsibility Model forms the foundation of our GASS Instructional Model, incorporating a systematic and explicit instructional approach that includes a set of design and delivery procedures derived from effective schools research.

**Quality Instruction + Consistent Practice = Improved Learning Outcomes**
At Grand Avenue State School, a recognition and monitoring system has been developed in order to increase the quantity and quality of positive interactions between students and staff. All staff members provide consistent and appropriate acknowledgement and feedback regarding behaviour expectations.

Positive behaviour is acknowledged throughout the day by:

**Behaviour Ladder**

- This is used in all learning areas throughout the school

Prep to Year 3 receive Catch a Star tickets at the end of each day
- Succeed = 1 ticket
- Students on Succeed can earn bonus tickets throughout the day

Year 4 to 6 students receive house points at the end of each day
- Grow = 1 point
- Achieve = 2 points
- Succeed = 3 points
- Students on Succeed can earn Catch a STAR tickets throughout the day
Catch a Star tickets
- These are used throughout the school in learning time and lunch time
- Each year level has a Catch a STAR box and tickets are drawn out each fortnight at parade
- Winners receive STAR prizes

STAR class trophies for Prep and Years 1-3
- These trophies are awarded at assembly each fortnight to the class in each year level with the most Catch a STAR tickets

House trophy Years 4 to 6
- House points are collected from classes each week
- These are tracked at assembly each fortnight
- The winning house receives the house trophy at the end of the term, get additional points towards sports day, perform a war cry at the whole school assembly and wear their house colours on the last day of term.

Awards
- Class and Principal Awards are presented regularly at assembly
What happens when students do not follow school expectations?

Grand Avenue State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable, consistent and proportionate to the nature of the behaviour.

Responding to unacceptable behaviour

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major. **Minor** behaviour incidents are handled by staff members at the time it happens. **Major** behaviour incidents are referred directly to the school Administration team.

Re-directing low-level and infrequent problem behaviour

When student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind 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 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.

**Time-out** is a positive respectful and supportive strategy used to respond to inappropriate behaviour. **Time-out** for children gives them an opportunity to reflect on their behaviour and refocus their learning. During time-out, a child is temporarily separated from the group in a supervised area for a short amount of time. After a set amount of time (no more than ten minutes), the teacher invites the student to re-join the group.

**Buddy class** – When time out has not been effective in the classroom teachers may use buddy class to disrupt a negative cycle of behaviour. While at buddy class a child will consider their behaviour choices by completing a reflection sheet. After a designated amount of time (no more than fifteen minutes), the child is welcomed back into the classroom. Upon return, the teacher will discuss more appropriate behaviour choices with the child.

**The Re-think room** - Students are referred to the Re-think room to support the use of appropriate behaviour choices in the playground. Parents and caregivers are kept informed of this process with a red slip. During their attendance at the Re-think room students are counselled in making positive behaviour choices (see Appendix 6).

**Targeted behaviour support**

Each year a small number of students at Grand Avenue State School are identified by teachers for more 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.

Teachers of these students will then work in partnership with the Deputy Principal to work on an **individual behaviour plan** in order to define the consequences of misbehaviours both in the classroom and the playground. Parents will be invited to a **behaviour meeting** to discuss the plan.

**Intensive behaviour support**

Students whose behaviour does not improve may require **specialised intervention**. This may include assistance from school internal support structures eg Guidance Officer, Advisory Visiting teachers or from outside support agencies. A behaviour support program would be developed in partnership with parents and caregivers to provide intensive behaviour support.

To ensure alignment with the **Code of School Behaviour** when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

- Promoting an 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 wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
The Behaviour Flowchart provides a school wide consistent approach to responding to student behaviour.

Prepare students, pre-correct potential misbehaviours, intentionally set the tone for the next event. Establish expectations, give clear directions about what students are to do, wait and scan, cue with parallel acknowledgement.

Selective attending, observe and identify problem behaviour

Is the behaviour teacher or office managed?

Staff

Redirect student to task

1st Reminder
2nd Reminder
Reminder to student of appropriate behaviour in this situation. Give a choice possible + / - consequences.

Staff Managed

Minor Behaviour
- Inappropriate language
- Refusal to work
- Non-compliance
- Minor dishonesty
- Non uniform
- Minor disruption
- Not having materials
- Minor aggression
- Unsafe use of equipment
- Out of bounds
- Unsafe play
- Minor property misconduct
- Friendship issues

Office Managed

Major Behaviour
- Offensive/threatening language towards adults
- Persistent refusal to engage
- Persistent non-compliance
- Theft
- Persistent disruption that adversely affects others
- Severe aggressive physical contact
- Use of ICT and/or equipment to harm others
- Weapons use
- Persistent truancy/leaving school grounds
- Intentional property destruction
- High level bullying

Office Referral form sent with child or phone call made in an emergency. Teacher records on One School as a major.

Individual counsel with administration staff. Admin to contact parent.

Office Referral form sent with child or phone call made in an emergency. Staff records on One School as a major.

Office Referral form sent with child or phone call made in an emergency. Staff records on One School as a major.

Administrative action. Admin to contact parent.

Buddy Class (learning time)
Staff record on One School as a minor and notify parent
Buddy Class no longer than 15 mins. Student fills out Buddy Class sheet

Red Slip (playground)
Red Slip to go home with child that day
Child goes to Re-Think room the following day
Re-Think room teacher notifies deputy principal if child does not attend
Deputy principal follows up with the child and parent

Refer to office. Office Referral form sent with child or phone call made in an emergency. Staff records on One School as a major.

Administration follows up with referring staff.

Did behaviour change?
Yes No

Notice and reward correct behaviour. Use encouraging body language and descriptive encouragement.

Welcome back to class or play. Use encouraging body language and descriptive encouragement.

Did behaviour change?
Yes No

Classroom - time out place
Playground - sit out or Walk and Talk
(Must be visible to teacher at all times. 5-10 minutes)

Did behaviour change?
Yes No
Minor behaviours:

- 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 inappropriate behaviours
- Do not require involvement of specialist support staff or Administration

Minor inappropriate behaviours may result in the following consequences:

- Apology
- Individual meeting with student
- Time away
- Buddy class
- Re-think room at lunch time

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**Minor behaviour Reflection Sheet**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do &amp; Responsible</strong></td>
<td><strong>Non-Responsible</strong></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td><strong>Be Inconsiderate</strong></td>
</tr>
<tr>
<td><strong>1. What did I do?</strong></td>
<td></td>
</tr>
<tr>
<td>Speaking rudely</td>
<td>Scowling or looking at others</td>
</tr>
<tr>
<td><strong>2. What should I have done instead?</strong></td>
<td></td>
</tr>
<tr>
<td>Listened attentively</td>
<td>_graded another way in a similar situation</td>
</tr>
<tr>
<td><strong>3. What do I need to do now?</strong></td>
<td></td>
</tr>
<tr>
<td>Bag empty</td>
<td>Talked during class</td>
</tr>
</tbody>
</table>

Dear Parent/Guardian,

Could you please discuss this sheet and circumstances with your child? Return the signed sheet to the classroom teacher.

Signature: ___________________________ Date: __________

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**Senior buddy class reflection sheet**

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**Junior buddy class reflection sheet**

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**Red slip for lunchtime behaviour**
**Major behaviours**

**Major** behaviours are those that:
- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of school Administration.

**Major** behaviours result in an immediate referral to school Administration

These behaviours may result in the following consequences:

- **Level One**: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence,

  AND/OR

- **Level Two**: Parent contact, referral to Guidance Officer, further referral to A.V.T. Behaviour, suspension from school

- **Level Three**: Students who engage in serious unacceptable behaviours such as major violent physical assault, or the use/supply 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.

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**Office referral form**

<table>
<thead>
<tr>
<th>Minor/Requested Behaviours</th>
<th>Major</th>
<th>Possible Motivation</th>
</tr>
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<tbody>
<tr>
<td>Defence / Disrespect</td>
<td>Defence / Disrespect</td>
<td>Obtain Peer Attention</td>
</tr>
<tr>
<td>Physical contact / aggression</td>
<td>Physical Aggression</td>
<td>Obtain Adult Attention</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Inappropriate language</td>
<td>Obtain parent/family</td>
</tr>
<tr>
<td>Disruption</td>
<td>Disruption</td>
<td>Avoid Adult Attention</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Harassment / Bullying</td>
<td>Avoid Activity</td>
</tr>
</tbody>
</table>

Others Involved in Incident:
- [ ] Name
- [ ] Teacher
- [ ] Unknown
- [ ] Other
- [ ] Parent
- [ ] Student

Strategies already used

- [ ] Referral with take up time
- [ ] Parent contact
- [ ] Time out
- [ ] Other
- [ ] Buddy Class

Description of incident

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### Time out
A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.

### Re-think room
A principal or Deputy Principal may use the Re-think room as a consequence for disobedience, misconduct, or other breaches of school expectations. Teachers on Duty can issue Re-think slips for the Re-think room for Playground behaviour only.

### Detention
A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).

### Temporary Removal of Property
A principal or staff member of Grand Avenue State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.

### School Disciplinary Absences (SDA)

<table>
<thead>
<tr>
<th>Suspension</th>
<th>A principal may suspend a student from school under the following circumstances:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- disobedience by the student</td>
</tr>
<tr>
<td></td>
<td>- misconduct by the student</td>
</tr>
<tr>
<td></td>
<td>- other conduct that is prejudicial to the good order and management of the school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour Improvement Condition</th>
<th>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:</th>
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<tr>
<td></td>
<td>- reasonably appropriate to the challenging behaviour</td>
</tr>
<tr>
<td></td>
<td>- conducted by an appropriately qualified person</td>
</tr>
<tr>
<td></td>
<td>- designed to help the student not to re-engage in the challenging behaviour</td>
</tr>
<tr>
<td></td>
<td>- no longer than three months.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Proposed exclusion or recommended exclusion</th>
<th>A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- disobedience</td>
</tr>
<tr>
<td></td>
<td>- misconduct</td>
</tr>
<tr>
<td></td>
<td>- other conduct that is prejudicial to the good order and management of the school, or</td>
</tr>
<tr>
<td></td>
<td>- breach of Behaviour Improvement Conditions.</td>
</tr>
</tbody>
</table>

| Cancellation of enrolment | The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

* Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.
Bullying

What is bullying?
Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:
- **An Imbalance of Power**: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition**: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of Bullying
- **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
  - Teasing
  - Name-calling
  - Inappropriate sexual comments
  - Taunting
  - Threatening to cause harm
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose
  - Telling other children not to be friends with someone
  - Spreading rumors about someone
  - Embarrassing someone in public
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching
  - Spitting
  - Tripping/pushing
  - Taking or breaking someone's things
  - Making mean or rude hand gestures
- **Online bullying** is bullying carried out through the internet or mobile devices. Online bullying is also sometimes called cyberbullying. It can happen to anyone, anytime, and can leave you feeling unsafe and distressed. Online bullying can be offensive and upsetting. Types of behaviour in online bullying include:
  - Sending insulting or threatening messages
  - Posting unkind messages or inappropriate images on social networking sites
excluding others from online chats or other communication
- Inappropriate image tagging
- Sharing someone’s personal or embarrassing information online
- Creating hate sites or starting social exclusion campaigns on social networking sites
- Sharing unflattering or private images, including naked or sexual images
- Assuming the identity of the another person online and representing them in a negative manner or manner that may damage their relationship with others
- Repeatedly, and for no strategic reason, attacking players in online gaming.

For it to be called bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not bullying. One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline. Online bullying has the potential to have social, psychological and educational impacts.

**How online bullying is different from bullying in person**

While online bullying involves similar behaviours to bullying in person, it also differs in the following ways:

- It can be invasive and difficult to escape — it can happen at all hours and while at home
- It can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once
- It can provide the person doing the bullying with a sense of distance from the other person, so there is a lack of immediate feedback or consequences.

**These important differences should not distract schools, parents and carers from the fact that online bullying is essentially the same as bullying in person.**

In fact, research suggests that many students who are bullied online are also bullied in person. If a student reports online bullying, it is important to investigate further to get the full picture.

**Bystanders**

A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else: they can either be part of the problem or part of the solution. It is easy to ignore incidents of bullying or walk away thinking at least it is not me. By doing nothing bystanders contribute to the problem essentially giving bullies the ok to carry on.
School-wide strategies
There is no place for bullying at Grand Avenue State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. To support all students there is a focus on the following strategies:

- Explicit teaching of school expectations. Students are taught the appropriate behaviours attached to each expectation in all areas of the school.
- Students are taught the specific routines in non-classroom areas.
- All students receive high levels of positive reinforcement for demonstrating expected behaviours.
- A high level of quality active supervision is a permanent staff routine in all areas of the school. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting with students.
- Explicit teaching around bullying and being a bystander.
- Explicit teaching about cyber-safety including,
  - Cyber safety terminology
  - Safely conducting an internet search
  - Procedures for dealing with inappropriate electronic messages.
- The You Can Do It Social Skill Program.
- The Hi Five is used in skilling students to manage bullying behaviour. These five steps are:

  1. Ignore
  2. Talk friendly
  3. Walk away
  4. Talk assertively
  5. Report to adult
Cyber Safety

Make sure the sites you are visiting are appropriate for your age.

Never give anyone access to your account. Keep personal details and passwords secret.

Safe Sites

Access

BE SAFE ONLINE

Evidence

Feeling

Take evidence such as a screen shot and tell a trusted adult.

If you feel uncomfortable or unsafe, step away from the screen.

References and additional information

Bullying. NO WAY!

Stopbullying.gov
https://www.stopbullying.gov/what-is-bullying/index.html
Emergency situation 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 unacceptable behaviour.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable behaviour by 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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 the 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 Grand Avenue State School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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.

GASS staff understand that:
- 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
- There is an 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 reduce the risk of harm to self or others
- Take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**
Each instance involving the use of physical intervention will be formally documented on One School by the staff involved.
Appendix 1

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.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, 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 disciplinary consequences.

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 Grand Avenue State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (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 school student 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\(^1\), 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 proposal/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 the Queensland Police Service.

**Text communication**

\(^1\) *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
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 assistive 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.

**Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*
GRAND AVENUE STATE SCHOOL

RESPONSIBLE INTERNET USE AGREEMENT FOR GRAND AVENUE STATE SCHOOL STUDENTS

I understand that the Internet can connect me to useful information and applications. I understand that as a student of Grand Avenue State School I have an obligation to be a responsible user:

1. I will always gain permission from a teacher before using the Internet
2. I will use the Internet for education purposes only
3. I will only retrieve/browse information that is relevant, appropriate and acceptable to the school community
4. I will use my access in such a way as to uphold the values and expectations of Grand Avenue State School
5. I will always use appropriate language when communicating online
6. I understand that it is unacceptable to search for inappropriate or illicit content, and I agree not to
7. If I encounter offensive, illegal or dangerous pictures or information I will exit from the site and report it to a teacher immediately

1. I understand the dangers of sharing my own or others personal information, such as home addresses or phone numbers, and I agree not to
2. I accept my responsibility as a user of the Internet at Grand Avenue State School to report any incidents of cyberbullying I encounter, such as:
   1. Threatening or harassing messages, comments or posts
   2. Inappropriate photographs, videos or memes shared or edited to harass or hurt another
3. I understand that if I engage in cyber bullying there are serious consequences and that police may be involved in incidents reported by the school
4. I will not download material, applications or join mailing lists and chatrooms without explicit teacher permission
5. I will respect the privacy of other users on connected and shared domains and networks
6. I will observe all copyright laws; I understand that copying work published online and using it without acknowledging the original author is plagiarism and carries consequences
7. I will respect the equipment provided to me by Grand Avenue State School by caring for it as if it were my own and report any damage to equipment in my possession

I understand that if the school decides that I have broken these rules, appropriate action will be taken. This may include loss of Internet access and/or contact with my guardians.

Student name: _______________________ Class: ____________
Student signature: ___________________ Date: ____________
Parent Guardians Signature: ______________ Date: __________
Class Teachers Signature: ______________ Date: __________
Appendix 3 Working Together to Keep Grand Avenue State School Safe

We can work together to keep knives out of school. At Grand Avenue State School

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences [e.g. suspension or exclusion]
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Grand Avenue State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
# Appendix 4 GASS Behaviour Criteria Sheet

## Behaviour Achievement

### A. Excellent

**Very High**

- Student consistently (ALL the time):
  - Comes prepared
  - Works carefully
  - Completes work
  - Does her/his best, has a go despite difficulty level
  - Is ready when the bells ring for class to begin
  - Attempts work independently before asking for help
  - Actively contributes and participates in all lessons
  - Ignores distractions
  - Completes all homework

### B. Very Good

- Student mostly (MOST of the time, every now and then, needs a gentle reminder):
  - Comes prepared
  - Works carefully
  - Completes work
  - Does her/his best, has a go despite difficulty level
  - Is ready when the bells ring for class to begin
  - Attempts work independently before asking for help
  - Actively contributes and participates in all lessons
  - Ignores distractions
  - Completes all homework

### C. Satisfactory

- Student generally (Sometimes needs reminders):
  - Comes prepared
  - Works carefully
  - Completes work
  - Does her/his best, has a go despite difficulty level
  - Is ready when the bells ring for class to begin
  - Attempts work independently before asking for help
  - Actively contributes and participates in all lessons
  - Ignores distractions
  - Completes all homework

### D. Needs Attention

**Developing**

- Student needs frequent reminders to (Needs daily reminders):
  - Come prepared
  - Work carefully
  - Complete work
  - Do her/his best, have a go despite difficulty level
  - Be ready when the bells ring for class to begin
  - Attempt work independently before asking for help
  - Actively contribute and participate in all lessons
  - Ignore distractions
  - Complete all homework

### E. Unacceptable

**Support Required**

- Student needs constant reminders to (Needs session reminders):
  - Follow directions appropriately and immediately
  - Use appropriate conflict resolution strategies
  - Accept responsibility for their actions/choices
  - Exercise self-regulation
  - Learn from mistakes
  - Be honest and trustworthy

## TAKING RESPONSIBILITY

### A. Excellent

**Very High**

- Student consistently (ALL the time):
  - Follows directions appropriately and immediately
  - Uses appropriate conflict resolution strategies
  - Accepts responsibility for their actions/choices
  - Exercises self-regulation
  - Learns from mistakes
  - Is quick to forgive and make amends
  - Is honest and trustworthy

### B. Very Good

- Student mostly (MOST of the time, every now and then, needs a gentle reminder):
  - Follows directions appropriately and immediately
  - Uses appropriate conflict resolution strategies
  - Accepts responsibility for their actions/choices
  - Exercises self-regulation
  - Learns from mistakes
  - Is quick to forgive and make amends
  - Is honest and trustworthy

### C. Satisfactory

- Student generally (Sometimes needs reminders):
  - Follows directions appropriately and immediately
  - Uses appropriate conflict resolution strategies
  - Accepts responsibility for their actions/choices
  - Exercises self-regulation
  - Learns from mistakes
  - Is quick to forgive and make amends
  - Is honest and trustworthy

### D. Needs Attention

**Developing**

- Student needs frequent reminders to (Needs daily reminders):
  - Follows directions appropriately and immediately
  - Use appropriate conflict resolution strategies
  - Accept responsibility for their actions/choices
  - Exercise self-regulation
  - Learn from mistakes
  - Forgive and make amends
  - Be honest and trustworthy

### E. Unacceptable

**Support Required**

- Student needs constant reminders to (Needs session reminders):
  - Follow directions appropriately and immediately
  - Use appropriate conflict resolution strategies
  - Accept responsibility for their actions/choices
  - Exercise self-regulation
  - Learn from mistakes
  - Forgive and make amends
  - Be honest and trustworthy

## STAR ACT SAFELY

### A. Excellent

**Very High**

- Student consistently (ALL the time):
  - Keeps hands and feet to self
  - Stays in assigned areas
  - Sits in chair safely
  - Uses furniture and supplies appropriately

### B. Very Good

- Student mostly (MOST of the time, every now and then, needs a gentle reminder):
  - Keeps hands and feet to self
  - Stays in assigned areas
  - Sits in chair safely
  - Uses furniture and supplies appropriately

### C. Satisfactory

- Student generally (Sometimes needs reminders):
  - Keeps hands and feet to self
  - Stays in assigned areas
  - Sits in chair safely
  - Uses furniture and supplies appropriately

### D. Needs Attention

**Developing**

- Student needs frequent reminders to (Needs daily reminders):
  - Keep hands and feet to self
  - Stay in assigned areas
  - Sit in chair safely
  - Use furniture and supplies appropriately

### E. Unacceptable

**Support Required**

- Student needs constant reminders to (Needs session reminders):
  - Keep hands and feet to self
  - Stay in assigned areas
  - Sit in chair safely
  - Use furniture and supplies appropriately

## MAPping Everyone

### A. Excellent

**Very High**

- Student consistently (ALL the time):
  - Listens politely
  - Raises her/his hand to speak
  - Speaks respectfully
  - Uses kind words
  - Asks permission to use things
  - Wears her/his uniform and hat
  - Co-operates with their teacher and class mates
  - Uses manners at all times
  - Submits and cares for the environment (e.g. understands the need for different behaviours in areas - classroom Vs oval)
  - Considers and cares for others and their property

### B. Very Good

- Student mostly (MOST of the time, every now and then, needs a gentle reminder):
  - Listens politely
  - Raises her/his hand to speak
  - Speaks respectfully
  - Uses kind words
  - Asks permission to use things
  - Wears her/his uniform and hat
  - Co-operates with their teacher and class mates
  - Uses manners at all times
  - Considers and cares for the environment (e.g. understands the need for different behaviours in areas - classroom Vs oval)
  - Considers and cares for others and their property

### C. Satisfactory

- Student generally (Sometimes needs reminders):
  - Listens politely
  - Raises her/his hand to speak
  - Speaks respectfully
  - Use kind words
  - Ask permission to use things
  - Wear her/his uniform and hat
  - Cooperate with their teacher and class mates
  - Use manners at all times
  - Consider and care for the environment (e.g. understand the need for different behaviours in areas - classroom Vs oval)
  - Consider and care for others and their property

### D. Needs Attention

**Developing**

- Student needs frequent reminders to (Needs daily reminders):
  - Listen politely
  - Raise her/his hand to speak
  - Speak respectfully
  - Use kind words
  - Ask permission to use things
  - Wear her/his uniform and hat
  - Cooperate with their teacher and class mates
  - Use manners at all times
  - Consider and care for the environment (e.g. understand the need for different behaviours in areas - classroom Vs oval)
  - Consider and care for others and their property

### E. Unacceptable

**Support Required**

- Student needs constant reminders to (Needs session reminders):
  - Listen politely
  - Raise her/his hand to speak
  - Speak respectfully
  - Use kind words
  - Ask permission to use things
  - Wear her/his uniform and hat
  - Cooperate with their teacher and class mates
  - Use manners at all times
  - Consider and care for the environment (e.g. understand the need for different behaviours in areas - classroom Vs oval)
  - Consider and care for others and their property
# Appendix 5 The Whole School Behaviour Expectations Matrix

<table>
<thead>
<tr>
<th>One School Category</th>
<th>Examples of Minors (Not exhaustive)</th>
<th>Examples of Majors (Not exhaustive)</th>
<th>Non-Examples of Majors (Not exhaustive)</th>
<th>Expected Behaviours and associated lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bullying/ Harassment</strong></td>
<td>Making inappropriate gestures at someone that have an offensive meaning Not playing fairly Deliberately and unfairly excluding someone from a game</td>
<td>Repeated name calling and/or personal attacks about family, self or peers Organising a group of students to hurt an individual</td>
<td>Making noises that are disability related Giving someone the finger Approaching an individual whilst in a group Asking someone who is not playing fairly to remove themselves from the game</td>
<td>I use polite language to others I actively discourage bullying I value diversity I use the High Five Bystander to Bullying. Using Brave Talk Against Bullies. Dealing with Bullies. Cyberbullying. Being Cool Diversity Playing Safe and Fair Winning and Losing Being Friends Being Kind</td>
</tr>
<tr>
<td><strong>Defiant/Threats to adults</strong></td>
<td>Rolling eyes at adult, minor backchat</td>
<td>Persistent yelling at an adult Repeatedly refusing to follow an explicit instruction given by an adult (after take up time)</td>
<td>Muttering to oneself</td>
<td>I follow instructions straight away, first time I ask permission to leave the classroom I speak respectfully to others Following Staff Directions, First Time, Straight Away</td>
</tr>
<tr>
<td><strong>Disruptive</strong></td>
<td>Calling out in class Minor disruption to class Making repetitive noises eg. Tapping pencil,</td>
<td>Repeated disruptions that adversely affect the ability of others to learn</td>
<td>Cutting paper, swinging on chairs or removing desk labels</td>
<td>I am prepared for class with the right equipment I raise my hand to speak in class I respect the right of others to learn</td>
</tr>
<tr>
<td></td>
<td>Humming or fiddling with item</td>
<td>Talking in class</td>
<td>I listen respectfully to the speaker I attempt all tasks to the best of my ability</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------</td>
<td>------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Dress code</strong></td>
<td>Not wearing a hat  Not wearing shoes</td>
<td>Wearing clothing that has offensive language written on it that is visible to others</td>
<td>Wearing culturally/religiously appropriate attire</td>
<td></td>
</tr>
<tr>
<td><strong>IT misconduct</strong></td>
<td><strong>As per IT agreement.</strong> Using another student’s iPad or password without permission Accessing home apps at school</td>
<td>Inappropriate internet searches eg pornography Sending inappropriate images to others Repeatedly accessing social media or ‘over age 13’ websites at school Posting inappropriate pictures and/or videos of people without their permission.</td>
<td>Accidentally capturing images of someone in the background of a video</td>
<td></td>
</tr>
<tr>
<td><strong>Late</strong></td>
<td>Late to line up after bell.</td>
<td>Accidental absence due to circumstances beyond control</td>
<td>I make sure that I am at school on time each day I am at class on time after each break</td>
<td></td>
</tr>
<tr>
<td><strong>Lying/Cheating</strong></td>
<td>Persistent cheating despite instruction and support from staff</td>
<td>Asking for help from peers</td>
<td>I do my own work I tell the truth</td>
<td></td>
</tr>
<tr>
<td><strong>Misconduct involving an object</strong></td>
<td>Using equipment unsafely but with no intent to cause harm Using an object with intent to hurt someone</td>
<td>Throwing an object and accidentally hitting another person</td>
<td>I keep hands, feet and objects to myself I use equipment safely</td>
<td></td>
</tr>
<tr>
<td><strong>Non-compliant with routine</strong></td>
<td>Running on the concrete or stairwell Playing in the toilets Playing in the wrong area</td>
<td>Hiding after breaks so that staff are unaware of student location Repeatedly entering an out of bounds area</td>
<td>Authorised cool down time Non-compliance due to disability or illness Yelling in the toilets Not returning homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I enter and exit the classroom in an orderly manner I walk on the concrete I play in my designated area at break times</td>
<td></td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of the school</td>
<td>Physical misconduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Deliberately entering an out of bounds area  
Leaving an eating area without permission  
Leaving the classroom but still visible (without permission) | Spitting with intent to make contact with another person  
Intentionally pushing someone towards or down stairs  
Intentionally striking another person on their |
| Repeatedly playing in the wrong area  
Repeated refusal to line up with class in the correct place  
Repeated redirection of safety instructions | Making unintentional contact with someone whilst playing a game  
Blowing raspberries |
| I make sure that I am the only person in my toilet cubicle | I leave school promptly at the end of the day  
I respect the privacy of others.  
I stay safely in the school grounds during the school day  
I only climb on appropriate equipment designed for that purpose |
| Being Safe  
Eating  
Lining Up  
Moving Safely Around the School  
Using the Toilets  
Cooperating in School  
Going to Play  
Arrival expectations  
End of Day Departure | Keeping Hands, Feet and Objects to Self  
Resolving Conflict  
Respecting Personal Space |
<table>
<thead>
<tr>
<th>Possess prohibited items</th>
<th>Body with intent to cause harm</th>
<th>Possess prohibited items</th>
<th>I do not bring dangerous or prohibited items to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bringing a pocket knife or other weapons to school</td>
<td>Bringing a plastic utensil to eat lunch</td>
<td>Prohibited item</td>
<td></td>
</tr>
<tr>
<td>Bringing lighters, explosives or poisons to school</td>
<td>I hand my mobile phone into the office each day upon arrival at school and collect it at the end of each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not bring dangerous or prohibited items to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prohibited item</td>
<td>Mobile phone switched on at any time within the school without authorisation from adult</td>
<td>Deliberately keeping mobile phone on person instead of handing in to office</td>
<td></td>
</tr>
<tr>
<td>I hand my mobile phone into the office each day upon arrival at school and collect it at the end of each</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Petty theft Accidental breakage through rough behaviour Littering Using equipment unsafely but with no intent to cause harm Scribbling in someone else’s book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intentionally ripping up the work of others Intentionally damaging classroom items (or items belonging to others) Deliberately removing property from another student’s school bag without permission Throwing rocks, sticks, rubbish or other objects at others with intent to cause harm Vandalising school property including graffiti and misusing toilet paper, soap and water Intentionally urinating outside the toilet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutting paper, swinging on chairs or removing desk labels Throwing rubbish on the ground Breaking own possessions Accidental breakage through rough play (no intent) Accidentally dropping equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use equipment appropriately I put my rubbish in the bin I return sports equipment to the correct place at the bell I care for my property and the property of others I care for the environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running with IT equipment</td>
<td>Refusal to participate in a program of instruction</td>
<td>Refusal to follow direction due to skill deficit or disability</td>
<td>Not returning homework</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>Repeated task refusal after instruction from staff</td>
<td>Repeated refusal to participate in a differentiated program of learning</td>
<td>Not returning homework</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Bringing or using drugs at school that have not been approved by admin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Bringing or using drugs at school that have not been approved by admin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threat to others</td>
<td>Repeatedly making threats to harm others</td>
<td>Muttering to oneself</td>
<td></td>
</tr>
<tr>
<td>Truant/Skip class</td>
<td>Persistently late to class</td>
<td>Hiding after breaks so that staff are unaware of student location</td>
<td>Late to class for legitimate and appropriate reasons Absence from school due to health reasons (with consent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hiding in the school to avoid class (and staff are unaware of student location) Absence from school without parent/carer permission</td>
<td></td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Inappropriate language (verbal or written) Swearing that is not directed at someone</td>
<td>Calling others a C... or telling them to F...off</td>
<td>Saying ‘stupid’, ‘ugly’ or ‘this sucks’ Language that is not directed at someone Consider age appropriateness Muttering under breath</td>
</tr>
<tr>
<td>-------------------</td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>
Appendix 6 Re-think room process

**Incident occurs at lunchtime**

Staff member gives *student half* of red slip (on the day of the incident occurring) to child and keeps *office half*

On the day the incident occurs *staff member* records incident as a minor on One School (referring the class teacher)

Office staff record on intranet and put the slip in the Re-think room folder

On the day the incident occurs *staff member* takes *office half* to the office and gives to *office staff*

*Student* takes red slip home for parent to sign and brings it back to school the following day (*student* must take the signed red slip to the Re-think room at first break playtime)

Classroom teacher reminds student to attend Re-think room at first break playtime (as per intranet list)

*Student* attends the Re-think room at first break playtime (the day after the incident) and gives signed red slip to Re-think room *teacher*. If *student* does not have the signed copy of the red slip they still attend the Re-think room and inform the *teacher* on duty. *Teacher on duty* notifies the child’s sector *deputy principal* and the *deputy principal* follows up with the student, classroom teacher and parent.

If *student* does not attend Re-think room the *teacher* on duty notifies the child’s sector *deputy principal*

*Student* reflects on their behaviour with *teacher* on duty

Deputy principal follows up with the child, classroom teacher and parent to ensure attendance the following day

If a *student* receives three red slips in one term for similar behaviours, the **Re-think room teacher** refers them to the **deputy principal**