Responsible Behaviour Plan for Students

1. Purpose

Patricks Road State School is committed to providing a safe, respectful and disciplined 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

Patricks Road State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution during 2015.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying has been undertaken. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2014-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in October 2016, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

All areas of Patricks Road State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

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 Patricks Road 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.

Our school community has identified the following TARGET values to teach and promote our high standards of responsible behaviour:

- **T – Tenacity**: Committing to the task at hand
- **A – Acceptance**: Embracing the diversity of all around us
- **R – Respect**: Treating all people with respect and dignity
- **G – Gratitude**: Appreciating what we have
- **E – Excellence**: Pursuing excellence in all endeavours
- **T – Teamwork**: Working together to achieve individual and common targets
Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

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

A set of behavioural expectations in specific settings has been attached to our TARGET values. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Re-directing low-level and infrequent problem behaviour

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

- **Targeted behaviour support**

Each year a small number students at Patricks Road State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the inappropriate or unacceptable behaviour 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.

Students, with parent permission, are offered assistance from our Chaplaincy service and/or the GO after consultation with the classroom teacher and admin. The Chaplains and GO offer increased daily opportunities to receive positive contact with adults, and increased opportunities for students to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve are provided with intensive behaviour support and may be referred to the Advancement Team.

- **Intensive behaviour support**

Patricks Road State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Advancement Team works with other staff members to develop appropriate behaviour expectations and strategies

- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

The Advancement Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and specialist behaviour services staff.

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 unacceptable
behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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
  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 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 Patricks Road 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.

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 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 must be formally documented. The following records must be maintained:
- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

6. Consequences for unacceptable behaviour
Patricks Road 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. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An office referral form (Appendix 4) or One School may be used to record all minor and major problem behaviour.

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

**Minor** problem behaviours are those that:
- are minor breaches of the school rules
- 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** problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**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 because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The child is sent to Administration, either with the teacher, with a report or phone call from the teacher or followed by the teacher when duty is complete. A report of the student’s behaviour is recorded on One School.

Major unacceptable behaviours may result in the following consequences:
- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Chaplaincy. AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to the Advancement Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.
<table>
<thead>
<tr>
<th>TENACITY</th>
<th>CLASSROOM</th>
<th>EATING AREAS</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>HALL</th>
<th>EXCURSIONS, SPORT, CAMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td>Be prepared</td>
<td>Keep the area clear of litter and lunchboxes</td>
<td>Participate in school approved games</td>
<td>Use toilets during breaks</td>
<td>Keep hands, feet and objects to yourself</td>
<td>Be prepared for all activities, including correct school uniform and school hat</td>
</tr>
<tr>
<td>If you arrive at school before 8:30, wait in the undercover area</td>
<td>Be on time to school</td>
<td></td>
<td>Wear shoes and socks at all times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be a problem solver</td>
<td>Complete set tasks</td>
<td>Be sun safe; wear a broad brimmed hat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take an active role in classroom activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ACCEPTANCE | | | | | | |
| Be in the right place at the right time | Keep work space tidy | Play fairly – take turns, invite others to join in and follow rules | Toilets are not play areas | Share equipment with others | Understand that not everyone has the same level of skill - encourage team-mates |
| Follow instructions straight away | Be honest | Accept the umpire’s decision | | The hall may be sometimes closed at breaks. Accept those decisions |
| | Treat others as you would like to be treated | Do not play in Out of Bounds areas | | | |

| RESPECT | Raise your hand to speak | Respect the rights of others in a shared space | Respect privacy of others | Wait for the teacher on duty before entering | Demonstrate respect for the opposition |
| Do not enter classrooms or be on verandas without permission | The teacher has the right to teach without disruption | Use acceptable language | Wash hands | Respect the rights of others to sleep peacefully at camp |
| Respect others’ personal space and property | Other children have the right to learn without disruption | Play fairly | Walk | Respect others’ belongings |
| Clean up after yourself | Talk in turns | Do not enter the sports shed without permission | | |
| Use polite language | Be a good listener | | | |
| Wait your turn | Ask permission to leave the classroom | | | |
| Extend social courtesies - look people in the eye and greet them | Use seats for sitting on, not walking on | | | |
| | Leave other people’s belongings alone | | | |
| | Recycle when possible | | | |

Patricks Road State School 2016
| GRATITUDE | • Use equipment appropriately  
• Use the internet and other ICTs appropriately  
• Care for the school environment  
• Show gratitude to community members who help you | • Be grateful to all who help you learn - not just teachers, but teacher aides and parents as well  
• Care for equipment - including your own and the school's | • Be a problem solver  
• Return equipment to appropriate place | • Care for the environment  
• Return equipment to appropriate place | • Look after the facilities  
• Report any damage to the office | • Use soft balls only so expensive equipment is not damaged | • Be grateful to those who help you learn - instructors, referees, umpires  
• Thank the other team for the game |
| EXCELLENCE | • Be proud of your school  
• Wear your uniform with pride  
• Help others when you can  
• Strive to be the best you can be | • Complete tasks to the best of your ability  
• Be proud of your achievements | • Display excellent sportsmanship | | | • Be proud of our facility and treat it well | • Give every activity your best  
• Display excellent sportsmanship  
• Play by the rules |
| TEAMWORK | • Responsibly report inappropriate behaviour to a teacher  
• Display leadership when the opportunity arises  
• Be flexible in partners for group work | • Take pride in the achievements of others  
• Use sustainable practices  
• Be prepared for learning | • Sit quietly to eat  
• Place rubbish in bin  
• Wait for teacher to be dismissed | • Play fairly – take turns, invite others to join in and follow rules  
• Play in the areas designated for your year level | • Keep the facilities clean for others to use | • Share equipment fairly  
• Stack chairs in piles of ten after use  
• Do not eat or drink in hall | • Work together to achieve the best outcome  
• Help where you can - take turns to carry equipment |
Patrick's Road State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Timely reminders of our TARGET Values in our school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- The Advancement Team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Patrick's Road State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

Implementation of specific policies to address:

- the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

At Patrick's Road State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

- Weekly Awards presented to students on Assembly, identifying the Targeted Behaviour exhibited. These awards are entitled "The Tenacity Award", "The Acceptance Award" etc.

- Banners, posters, painted signage to reinforce the TARGET Values.

To maximise success for all students, staff members, district support personnel (if required), and parents/caregivers are committed in collaboratively implementing a structured and detailed "Individual Responsible Behaviour Plan" program for those students who may require additional support in order to achieve. Those students who identify themselves through their negative behavioural choices will engage in a focused social skilling program aimed at scaffolding more appropriate choices. This support is tailored and documented into an "Individual Responsible Behaviour Plan" which is collaboratively written by the individual student, the student's teacher and other appropriate support personnel as identified by administration. The fundamental aim of the IRBP is to specifically target inappropriate behaviours and implement focused strategies that will limit their repetitive frequency.
Additional avenues for celebration within our school environment include;

- **Individual Class Rewards**
  - Class incentive rewards celebrated by classroom teacher as collaboratively established and outlined within each individual class’s “Engaged Learning Plan Template”

- **Weekly “TARGET” Cards**
  - Students who are able to model expectations of our school community within the playground are awarded a “TARGET” card. This card recognises the expectation the student fulfilled and is placed into the TARGET Box (in the office). It then becomes an entry into that week’s prize draw conducted at that week’s assembly.

- **Administration Stickers/ Awards**
  - Students who display an excellence in attitude and effort for learning experiences / behaviour may be referred to administration for recognition.

**Letters of Commendation**

- Students who have gone “above and beyond” with their behaviour choices are presented with Letters of Commendation to share with their family. Students require 95% attendance and an A level of behaviour to receive a letter.

- **Principal’s End of Term TARGET Celebration**

- Selected students are recognised at term’s end for their achievement in modelling all school expectations (i.e. our TARGET values). This will consist of students being awarded a congratulatory certificate.

- **Other**
  - Publication of student success through weekly school newsletter.
  - Certificates/Awards presented on School Assembly specific to an individual student achievement or talent.
  - Inclusion in special programs offered.
  - Letters/postcards home congratulating effort and/or achievement
  - Selection to perform significant community service representing the school.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. All staff are encouraged to use our **Patricks Road SS Behaviour Flow Chart (Appendix 5)** when dealing with all behaviours. This flowchart provides students with the opportunity to reflect on their behaviours and redirect when required.

Queensland Government

Patricks Road State School 2016
<table>
<thead>
<tr>
<th>Definition of consequences*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time out</strong></td>
</tr>
<tr>
<td><strong>Detention</strong></td>
</tr>
<tr>
<td><strong>Temporary Removal of Property</strong></td>
</tr>
</tbody>
</table>

### 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:</td>
</tr>
<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>
<thead>
<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.
The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movement around school</strong></td>
<td>Running on concrete or around buildings</td>
<td>Throwing objects</td>
</tr>
<tr>
<td></td>
<td>Running in stairwells</td>
<td>Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td><strong>Play</strong></td>
<td>Incorrect use of equipment</td>
<td>Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>Not playing school approved games</td>
<td>Fighting</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets</td>
<td></td>
</tr>
<tr>
<td><strong>Physical contact</strong></td>
<td>Minor physical contact (eg: pushing and shoving)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correct Attire</strong></td>
<td>Not wearing a hat in playground</td>
<td>Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td>Not wearing shoes outside</td>
<td>Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class tasks</strong></td>
<td>Not completing set tasks that are at an appropriate level</td>
<td>Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>Refusing to work</td>
<td>Leaving school without permission</td>
</tr>
<tr>
<td><strong>Being in the right place</strong></td>
<td>Not being punctual (eg: lateness after breaks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not in the right place at the right time</td>
<td></td>
</tr>
<tr>
<td><strong>Follow instructions</strong></td>
<td>Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td><strong>Accept outcomes for behaviour</strong></td>
<td>Minor dishonesty</td>
<td>Major dishonesty that impacts on others</td>
</tr>
<tr>
<td><strong>Rubbish</strong></td>
<td>Littering</td>
<td></td>
</tr>
<tr>
<td><strong>Mobile Phone or personal technology devices</strong></td>
<td>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Inappropriate language (written/verbal)</td>
<td>Offensive language</td>
</tr>
<tr>
<td></td>
<td>Calling out</td>
<td>Aggressive language</td>
</tr>
<tr>
<td></td>
<td>Poor attitude</td>
<td>Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td><strong>Property</strong></td>
<td>Petty theft</td>
<td>Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>Lack of care for the environment</td>
<td>Willful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vandalism</td>
</tr>
<tr>
<td><strong>Being Respectful</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>Not playing fairly</td>
<td>Major bullying</td>
</tr>
<tr>
<td></td>
<td>Minor disruption to class</td>
<td>Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>Minor defiance</td>
<td>Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>Minor bullying</td>
<td>Major defiance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.
Relate inappropriate or unacceptable behaviour to expected school behaviours

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

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

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

7. Network of student support

Students at Patricks Road State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

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

Patricks Road State School 2016
8. Consideration of individual circumstances

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.

Patricks Road 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 student’s 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.

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

Patricks Road State School 2016
• 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

[Signature]
Principal

[Signature]
P&C President or Chair, School Council

Date effective: from January 2017 to be reviewed 2019.
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 week, 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.

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 Patricks Road 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/re commendation 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
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.

\(^{1}\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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.
Appendix 2

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

Purpose

1. Patricks Road State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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.

2. There is no place for bullying in Patricks Road State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Patricks Road 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.

4. 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.

5. At Patricks Road 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

6. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

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

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Patricks Road State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Patricks Road State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Patricks Road State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

15. Patricks Road 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

WORKING TOGETHER TO KEEP PATRICKS ROAD STATE SCHOOL SAFE

We can work together to keep knives out of school. At Patricks Road 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
- 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 Patricks Road State School safe?

- Make sure your child knows what the laws are 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.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Member:</td>
<td>Date:</td>
</tr>
<tr>
<td>Witnesses:</td>
<td></td>
</tr>
</tbody>
</table>

### Time (please circle)

<table>
<thead>
<tr>
<th>Before School</th>
<th>First Session</th>
<th>First Break</th>
<th>Second Session</th>
<th>Second Break</th>
<th>Third Session</th>
<th>After School</th>
<th>Other:</th>
</tr>
</thead>
</table>

### Location:

### Teacher/Staff Action:

- Time-out in class/pgd
- Buddy class
- Other

Admin action necessary (please circle)

- YES
- NO

### Description of Incident:

- Bullying
- Defiant/threats to adults/peers
- Disruptive
- Physical misconduct
- Property misconduct
- Verbal misconduct
- Refusal to follow directions
- Other

Description of Incident: 

Brief Details -

### Admin Action (To be completed by Admin only)

- Rule Reminder
- Restricted Play
- Time-out in Admin

Other

Parent communication: Letter / Phone / Email

### Admin Initial: | Date:
|-------|-------|

Queensland Government

Patricks Road State School 2016
Appendix 5

Patricks Road SS
Behaviour Flowchart

On TARGET

Stay in class

Learn

Not on TARGET

Rule reminder

Time out

Buddy class
(Teacher enter on O/S)

Office
(Admin parent notification)

Repeted behaviours, deliberate physical or swearing incidents, re:
Tual to go to time out or buddy class - go straight to the office.

Specialist skip buddy class step.

Working well

Working well

Working well

Class rewards as per Engaged Learning Plan.
**OUR VISION** – Achieving High Performance Targets Through High Expectations

**OUR PURPOSE**
Patricks Road State School provides a supportive, engaging learning environment. We will foster a love of learning, pride in achievement and respect for all. Students of Patricks Road State School will strive and excel in areas of academia, leadership, sport, citizenship, performance and creative talent, that they may become an active, informed and valued member of the global community.

**TARGET BULLSEYE BEHAVIOUR PLAN FOR STUDENTS VALUES**

<table>
<thead>
<tr>
<th>Tenacity</th>
<th>Acceptance</th>
<th>Respect</th>
<th>Gratitude</th>
<th>Excellence</th>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commit to the task at hand</td>
<td>Embracing the diversity of all around us</td>
<td>Treating all people with respect and dignity</td>
<td>Being grateful for what we have</td>
<td>The quality of pursuing excellence in all endeavours</td>
<td>Working together to achieve individual and common targets</td>
</tr>
</tbody>
</table>

**CODE OF BEHAVIOUR STANDARDS**

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>PARENTS/CAREGIVERS</th>
<th>STAFF</th>
<th>PRINCIPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate actively in the school’s education program</td>
<td>Show an active interest in their child’s schooling and progress</td>
<td>Provide a safe and supportive learning environment</td>
<td>Participate actively in the school’s education program</td>
</tr>
<tr>
<td>Take responsibility for their own behaviour</td>
<td>Co-operate with the school to achieve the best outcomes for their child</td>
<td>Provide inclusive and engaging curriculum and teaching</td>
<td>Take responsibility for their own behaviour</td>
</tr>
<tr>
<td>Demonstrate respect for themselves, their school community and the school environment</td>
<td>Support school staff in maintaining a safe and respectful learning environment for all students</td>
<td>Instruct and maintain constructive communication and relationships with students and parents/careers</td>
<td>Demonstrate respect for themselves, other members of the school community and the school environment</td>
</tr>
<tr>
<td>Behave in a manner that respects the rights of others including the right to learn</td>
<td>Instruct and maintain constructive communication and relationships with school staff regarding their child’s learning, well being and behaviour</td>
<td>Promote the skills of responsible self-management</td>
<td>Behave in a manner that respects the rights of others including the right to learn</td>
</tr>
<tr>
<td>Co-operate with staff and others in authority</td>
<td>Contribute positively to behaviour support plans that concern their child</td>
<td></td>
<td>Co-operate with staff and others in authority</td>
</tr>
</tbody>
</table>
Engaged Learning Plan
Class 6B
"Caring about our Performance. Sharing our Success"

TARGET BULLSEYE BEHAVIOUR PLAN FOR STUDENTS VALUES

<table>
<thead>
<tr>
<th>Tenacity</th>
<th>Acceptance</th>
<th>Respect</th>
<th>Gratitude</th>
<th>Excellence</th>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commit to the task at hand</td>
<td>Embracing the diversity of all around us</td>
<td>Treating all people with respect and dignity</td>
<td>Being thankful for what we have</td>
<td>The quality of pursuing excellence in all endeavours</td>
<td>Working together to achieve individual and common targets</td>
</tr>
</tbody>
</table>

Class Expectations

- We will try to make our classroom a happy and positive place.
- We will try new things.
- We will accept others and listen to their ideas.
- We will allow our classmates the right to learn and the teachers the right to teach uninterrupted by listening politely and attentively.
- We will accept responsibility for our behaviour, and make safe and respectful choices at all times.
- We will treat others as we would like to be treated.
- We will try to always be thankful for the things that we have.
- We will always pursue excellence in everything that we do.
- We will work well as a team.

Behaviour Consequences

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Negative Consequences in Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lots of praise and compliments!</td>
<td>1. Rule reminder / warning</td>
</tr>
<tr>
<td>Stickers, stamps or other small rewards.</td>
<td>2. Name on board.</td>
</tr>
<tr>
<td>TARGET Cards</td>
<td>3. 10 minute timeout in class/miss out on fun activities.</td>
</tr>
<tr>
<td>Weekly awards at assembly</td>
<td>4. Referral to Administration.</td>
</tr>
<tr>
<td>Time to work on activities of choice.</td>
<td></td>
</tr>
<tr>
<td>Whole class rewards, e.g. games, negotiated activities etc.</td>
<td></td>
</tr>
</tbody>
</table>
**Patricks Road State School**  
**Individual Behaviour Management Plan**

**Name**  
**Class:**  
**Date**

**AGREED Behaviours** *(To be discussed with child and delete what is not a goal. Others can be added)*

- I will arrive at class on time with necessary materials, ready to learn.
- I will complete all class work carefully and quietly, and will not disrupt the learning of others.
- I will not argue when given instructions.
- I will keep hands and feet to myself.

---

**The Code of School Behaviour**  
**Better Behaviour Better Learning**

<table>
<thead>
<tr>
<th>Reward (To be jointly decided)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chappy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone call to mum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oval</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **First session**
- **First break**
- **Chappy**
- **Handball**
- **Chappy Homework**
- **Handball**
- **Friends**
- **Hall**
- **Library**
- **Library**
- **Library**
- **Handball**
- **Phone call to mum**
- **Tri Sports**

**Comments**
<table>
<thead>
<tr>
<th>Levels of Behaviour and Consequences</th>
<th>Child</th>
<th>Minor Teacher</th>
<th>Major Level 1 Parent</th>
<th>Major Level 2 Admin</th>
<th>Major Level 3 Outside Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>substance abuse</td>
<td>Is self managing</td>
<td>Silly/unsafe but not intentional, throwing objects but not targeted</td>
<td>Intentional physical actions against others (first incident)</td>
<td>Potentially dangerous or harmful use of substances – e.g. glue or petrol sniffing</td>
<td>Dangerous/harmful or illegal use of substances</td>
</tr>
<tr>
<td><strong>OTHERS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression</td>
<td>Complies with school and class rules automatically</td>
<td>Using external programs</td>
<td>Disrespectful non-compliance of staff request including answering back, inappropriate language and gestures</td>
<td>Violence with intent to harm or damage seriously – ongoing safety risk to others</td>
<td>Dangerous/uncontrolled behaviour which poses serious risk to others</td>
</tr>
<tr>
<td>Bullying</td>
<td>Acts responsibly regardless</td>
<td>Low level teasing, name calling, minor body language</td>
<td>Inappropriate use of emails (language), internet, using external programs that are violent and/or inappropriate Intentional bullying to cause distress</td>
<td>Swearing at people but with mitigating circumstances</td>
<td>Swearing at people</td>
</tr>
<tr>
<td>IT Abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoidance</td>
<td>Respects the rights of others to learn without interruption Listens to and follows directions and is prepared for learning Displays excellent work ethic</td>
<td>Refusal to complete set tasks</td>
<td>Repeated refusal to complete set tasks; passive resistance</td>
<td>Causing disruption to classroom learning, refusing assistance and disrupting the teaching and learning of others</td>
<td>Causing disruption to learning in all school contexts</td>
</tr>
<tr>
<td>Academic Infringement</td>
<td></td>
<td>Usually prepared for work</td>
<td>Occasionally comes to class unprepared</td>
<td>Often unprepared for work</td>
<td>Disruptive behaviour which causes harm to self or others Consistently unprepared for work</td>
</tr>
<tr>
<td><strong>SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td>Complies with school rules automatically, respects property and wears school uniform with pride</td>
<td>e.g. littering</td>
<td>Intentionally causing damage to facilities</td>
<td>Intentionally causing damage requiring financial restitution</td>
<td>Intentionally causing damage requiring financial restitution and/or police investigation</td>
</tr>
<tr>
<td>Uniform</td>
<td>May need uniform reminders</td>
<td>Occasionally needs uniform reminders</td>
<td>Consistently needs uniform reminders</td>
<td>Child and Family non-compliance to uniform policy referred to outside agency</td>
<td></td>
</tr>
</tbody>
</table>

The Code of School Behaviour
Better Behaviour
Better Learning

Patricks Road State School 2016
<table>
<thead>
<tr>
<th><strong>COMMUNITY</strong></th>
<th>Follows community rules automatically and demonstrates obvious care for community</th>
<th>Reminding needed for demonstration of active community membership</th>
<th>Reported demonstration of inactive community membership</th>
<th>Continued reported demonstration of inactive community membership</th>
<th>Continual refusal in all contexts requires outside agency response, e.g. police</th>
</tr>
</thead>
</table>

**Possible consequences include...**

- verbal recognition
- stickers/stamps
- choice negotiation
- TARGET awards (2 per class) in class/assembly
- congratulatory letter to family
- happy notes sent home
- certificates
- class cumulative award systems

- reminder of rule
- choice for alternative behaviour
- warning
- litter duty
- time out in classroom
- privilege withdrawal
- playground withdrawal due to inappropriate classroom choices
- apology — written/verbal
- complete missed work in own time
- classroom plan
- correction plan directed to alternative area (i.e. no hat = undercover)

- class relocation/cool off
- missed work completed in own time
- time out walking with teacher on duty
- admin building to complete work missed/complete form/think about choice of actions and alternatives
- playground withdrawal due to repeated inappropriate classroom choices
- community service, e.g. cleaning up after oneself
- leaders may lose their badges until behaviour has been improved
- attending ‘personal development sessions’ e.g. anger management
- a personal behaviour plan which the student has to follow
- playground relocation

- loss of leadership badge until behaviour has shown improvement
- admin at lunch to contemplate choice of actions/complete form/complete missed work
- official behaviour contract
- parents directly involved
- specific program attendance e.g. anger management
- attending off-campus e.g. behaviour centre part time
- classroom/playground withdrawal
- rectification of situation caused e.g. replacing damaged property
- possible loss of right to represent school in extra-curricular and off campus activities
- possible loss of right to attend discos etc.
- temporary suspension — in-school or out-of-school with associated conditional re-entry program
- re-entry programs
- alternative programs
- official behaviour contract
- attending off-campus centres e.g. STIP

- loss of leadership position
- loss of right to represent school in extra-curricular and off campus activities
- loss of right to attend discos etc.
- temporary suspension — in-school or out-of-school with associated conditional re-entry program
- re-entry programs
- alternative programs
- official behaviour contract
- attending off-campus centres e.g. STIP

---

Patricks Road State School 2016