

EIMEO ROAD STATE SCHOOL

Responsible Behaviour Plan for Students 2013 - 2015

*Including: The Code of School Behaviour
Developed in 2012 by the
School Wide Positive Behaviour Support (SWPBS)
Committee*



Principal 2013



Mary Orchard



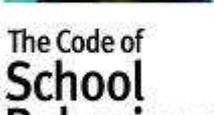
School Wide Positive Behaviour Support Committee 2011



Jo Anning Chair, Classroom Teacher



Patrick Donnelly Deputy Principal



Sue Corley Classroom Teacher



Therese Fricke Classroom Teacher



Denise Randall Classroom Teacher



Lee-anne Benson Learning Support



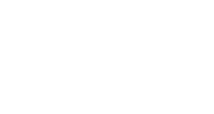
Trina Dixon Special Needs Teacher Aide



Caroline Sola Parent



Jo Russo Parent



Chris O'Keefe Adopt-a-Cop



Alexia Wotherspoon Guidance Officer



Liz Clough G.O., SWPBS Rep





The Code of
**School
Behaviour**



Eimeo Road State School

Responsible Behaviour Plan for Students

1. Purpose

Eimeo Road State School is committed to providing a safe, respectful and disciplined (responsible) 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

Eimeo Road State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C/Chair of the School Council and Regional Executive Director or Executive Director (Schools) in November 2012, and will be reviewed in 2015.

3. Learning and Behaviour Statement

All areas of Eimeo Road State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our **Responsible Behaviour Plan** was developed by our **School Wide Positive Behaviour Support Committee** which has been running in the school since 2011. The plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Eimeo 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 school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful

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 Eimeo 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 problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Eimeo Road State School Behaviour Matrix					
	ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS	BUS LINES/BIKE RACKS
Be safe	<ul style="list-style-type: none"> Keep hands, feet & objects to yourself Walk on pathways Wear appropriate footwear/tied shoelaces Stay within school ground Use equipment appropriately Stay in approved areas Report unsafe/inappropriate behaviour 	<ul style="list-style-type: none"> Walk in classrooms Keep "Hands, feet and other objects to yourself" Use equipment appropriately eg scissors 	<ul style="list-style-type: none"> Participate in school approved games Look after school sports equipment Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat Walk calmly on pathways 	<ul style="list-style-type: none"> Wash hands Walk No food in toilets Take a buddy Flush the toilet Keep "Hands, feet and other objects to yourself" 	<ul style="list-style-type: none"> Use own bike Walk bike to the gate Wait in line for 1st bus Sit down in 2nd bus area by 3.10 Remain quiet during roll call Listen to bus duty teachers
Be responsible	<ul style="list-style-type: none"> Be on time and be ready Be in the right place at the right time Follow instructions straight away Ask for assistance Ask permission to leave the classroom 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest Be on task Give best effort Have equipment ready 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell Stop playing immediately when bell signals the end of the break Have your belongings labelled 	<ul style="list-style-type: none"> Use toilets during breaks Don't play in or around toilets Leave toilet area immediately after use Remind others of toilet rules Return to class promptly after toilet use 	<ul style="list-style-type: none"> In morning, lock bike and move immediately to the right area Be on time for bus Leave school promptly with your bike
Be respectful	<ul style="list-style-type: none"> Listen to teachers (staff) and do as you are told (obedience) Use good manners Respect others' space and property Care for equipment Clean up after yourself Speak nicely or not at all Use "Stop, Warn, Tell" Use 'high 5' strategy Use polite tone with all staff Use polite language with peers 	<ul style="list-style-type: none"> Listen to teachers (staff) and do as you are told (obedience) Sit still Orderly enter and exit of rooms Knock before entering a classroom Respect the belongings of teacher and others Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Listen to teachers (staff) and do as you are told (obedience) Play fairly – take turns, invite others to join in and follow rules "Hands, feet and other objects to yourself" Care for the environment, no littering Be a good sport Use appropriate language 	<ul style="list-style-type: none"> Listen to teachers (staff) and do as you are told (obedience) Respect privacy of others Practise good hygiene Put soiled paper into toilet Flush the toilet after use Wash hands 	<ul style="list-style-type: none"> Listen to teachers (staff) and do as you are told (obedience) Wait your turn Keep your belongings nearby Have your bus pass ready Wait in two lines Listen to instructions to board bus safely "Hands, feet and other objects to yourself"

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 Parades and during active supervision by staff during classroom and non-classroom activities.



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▪ **Inclusive curriculum based on sound pedagogy**

- The Personal Development strand of the HPE syllabus is embedded in curriculum planning P-7 and supported with appropriate resources.
- Care is taken that curriculum offerings are balanced, relevant and engaging.
- Planning is informed by Productive Pedagogies so that all students have the opportunity to achieve their potential.

▪ **Learning experiences that are challenging in a differentiated curriculum**

1. To ensure ever more effective teaching and learning, our staff is supported in their Professional Development of curriculum and pedagogy.
2. All Year level and class planning considers:
 - goal setting and goal getting as a means to motivate students
 - opportunities for philosophical inquiry (questioning, critical and creative thinking)
 - relevant and engaging assessment tasks and criteria;
 - differentiation of tasks for target groups such as learning support and gifted students, boys and literacy, girls and ICT, ATSI students etc;
 - enrichment of activities with higher-order thinking skills for all students;
 - authentic, visual and multimodal texts to develop multiliteracies;
 - groupings that encourage cooperation and maximise learning ;
 - visiting “experts” to inform, model commitment and passion in the real world;
 - ICT integration including learning objects, web quests and websites;
 - hands-on science and technology; maths investigations;
 - Values Education; responsible citizenship; connectedness with the real world;
 - all supported with appropriate and stimulating resources

▪ **Extra-curricular activities that broaden students’ range of experiences**

- Experiences such as school and community bands, choirs, Optiminds, Robotics, chess competitions, Debating Competition, sports.

▪ **Acknowledgement of efforts and achievements**

1. Efforts and achievements of students, staff and community members are promoted in a variety of ways such as private acknowledgement, praise, stickers, notes home, written articles, class privileges, certificates, awards, trophies, ribbons, badges.
2. They are delivered in a variety of formats eg in class, whole or part school parade, school Newsletter, local media.

▪ **Leadership and empowerment opportunities**

1. Opportunities for students to become school leaders - captains, sport, class/library monitors, buddies, organisers.
2. Classroom planning allows for areas of negotiated curriculum P - 6.
3. Staff support student initiated ideas and activities.
4. Student Council initiate and organise school activities

▪ **Clear boundaries of acceptable behaviour**

1. School Rules and expected codes of behaviour in different contexts (Appendix 2) are discussed and displayed in every room.
2. Class rules are negotiated and based on school rules.
3. Students’ behaviour is “levelled” and appropriately rewarded.

▪ **Clear procedures**

1. “High Five” (Appendix 3) problem solving strategy.
2. Movement around the school.
3. Playground boundaries and acceptable play are discussed every year in class.
4. Before and After-School procedures.
5. Fire Drill.
6. Lock down procedures.
7. Individual class systems are negotiated and implemented.
8. A Buddy class is selected by each teacher for support and interaction.

▪ **School-family connectedness that is responsive to student needs**

1. Teachers provide a written report to parents twice a year
2. Interviews are formal/informal, planned /unplanned with many opportunities to discuss student progress.



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RESPONDING TO UNACCEPTABLE BEHAVIOUR

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

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

1. **Insistent:** What are you doing? What should you be doing? Do it.
2. **Persistent:** What are the rules? What happens when you break the rules? Do you want that to happen?
3. **Consistent:** Were you aware that you were breaking a rule? Do you know what the consequences are? How will you remember next time?

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

Targeted behaviour support

1. At Eimeo 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.
2. All classes have a range of reward systems which reinforce desirable behaviour.
3. VIP programs celebrate individual differences and develop self-esteem.
4. SWPBS foci are explicitly taught fortnightly in all classrooms.
5. Peer and buddy tutoring promote greater student responsibility.
6. Individual Intervention Plans monitor specific behaviours of some students.
7. Supervised lunchtime activity allows some students the opportunity to demonstrate that they can be trusted in more unstructured settings.
8. Planned withdrawal for some students eg in Buddy class, Can Do Club, Library, The Office, Special Needs Classroom.
9. Meetings with school administration.
10. Meetings with parent and/or guardians.
11. Referral to other agencies: GO, Positive Learning Centre
12. Re-Entry meetings help to re-establish the expectations of the school.
13. Referral to Natural Justice Committee (Appendix 11)
14. Support program to promote smooth transitions across year levels and in particular: school entry, Prep, and High School

Intensive behaviour support

Students' behaviour support is provided by the class teacher, Administration Team, parents/carers and possibly colleagues. If further support is needed the student is referred to Natural Justice Committee.

1. Team approach (class teacher, school administration team, NJC, parents/carers, Support Teacher Learning Difficulties (STLD), staff and any other appropriate stakeholders) to student's case, guided by Natural Justice Committee and monitored by a Case Manager to develop and implement a Individual Support Plan and/or Record (Appendix 5 & 6).
2. Plans are regularly monitored, reviewed, and, if necessary, modified.
3. Adjustments to class placement are made if necessary
4. Appropriate notes are entered on OneSchool.

In alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights and responsibilities of school community members (Appendix 10) are considered at all times.



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A range of strategies to implement supportive, fair, logical and consistent consequences include:

1. Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2. Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3. Time Away

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution-focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and/or parents/carers being notified.

4. Recording and Communication of Inappropriate Behaviour

All incidents communicated home should be recorded in OneSchool. A Yellow Slip in a child's communication book or diary is usually recorded as a minor. Detentions and a Student's current Level are also entered into OneSchool by the teacher.

5. Student Intervention Plans

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher makes a referral to the school's Administration Team and Natural Justice Committee.

6. External Assistance

A functional behaviour assessment is completed in consultation with the relevant people. This assessment is used to inform the development of a revised Individual Support Plan (behaviour). (Appendix 5 & 6)

7. Monitoring and Review

Monitoring and follow-up of the formal Individual Support Plan (behaviour) may involve a series of case conferences with staff members, parents/carers, the class teacher, specialist personnel and external support agencies, as necessary.

Under exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used. Student Disciplinary Absences can be used after individual circumstances and all other responses have been considered.

8. Suspension Procedures

This is implemented inline with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

9. Recommendation for Exclusion

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

These strategies are to be read in conjunction with all Appendices.



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5. Consequences for unacceptable behaviour

Eimeo Road State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Natural Justice referral form (Appendix 11) is used to record all minor and major problem behaviour. The recording of three minor behaviours in a two week period constitutes a major behaviour.

The Consequences Matrix for Inappropriate Behaviours

	Manage	Detain	Suspend						
BE SAFE	Random or reckless	Aggressive or imminent danger to self or others	Violent, vindictive or endangering to self or others						
BE RESPECTFUL	Random and rude	Insolent or insulting	Defiant						
BE RESPONSIBLE	Silly	Disruptive	Destructive						
Consequences	warn	wait	Write <small>(Within 2 days)</small>	Class	School	IBP	In-school suspension	Suspend	Exclude
School/Home Relationship	Classroom management	Notify home of child's behaviour			Work with home to change behaviour			Last resort	

Recording Minor and Major Behaviours

Any **minor** problems which are communicated to parents using a yellow slip and all **major** problems are recorded on OneSchool.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour referred directly to the school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 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.



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The following table outlines examples of major and minor problem behaviours:



MINORS and MAJORS: Consistent, Insistent, Persistent

Motto: Consider Others. Mission: To Learn Together

Vision: Engaged, Thoughtful and Determined Learners

Rules: Be Safe; Be Responsible; and Be Respectful.

	Area	Minor	Consequences	Major: 3 slips in 2 weeks - Detention, Suspension, Exclusion
Being Safe	Movement around school <i>Walk, don't run</i>	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	Sit out Rewind/Redo	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	Sit out	<ul style="list-style-type: none"> Throwing objects Possession of weapons including knives
	Physical contact <i>Keep your hands, feet and other objects to yourself</i>	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving, a non-sanctioned games gone wrong, retaliating to physical contact) 	Yellow slip + Sit out	<ul style="list-style-type: none"> Serious physical aggression Hitting a teacher Fighting (pre-meditated and intended to harm) Intimidation and threatening behaviour
	Correct Attire No hat no play	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	Sit out Sit out	
	Other			<ul style="list-style-type: none"> Possession or selling of drugs
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level (e.g. homework) Refusing to work 	Yellow slip + No work no play Sit out	<ul style="list-style-type: none"> Leaving class without permission
	<i>Being in the right place the right time</i>	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. 	No work no play Sit out	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	Sit out No work no play Apology	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	Yellow slip + Apology	<ul style="list-style-type: none"> Major dishonesty
	Rubbish	<ul style="list-style-type: none"> Littering 	Litter duty	
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	Sent to office, adult to collect	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude (eg shrugging shoulders, not addressing teacher by name) Disrespectful tone 	Rewind/Redo Behaviour chart Rewind/Redo Sit out/Litter duty Rewind/Redo	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment Lack of care for belongings 	Work it off Litter duty Work it off	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor teasing (bully-like) harassment 	Sit out Write out Rewind/Redo	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance



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Be there; Make their day; Choose your attitude; and Play.



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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 Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. Teachers notify admin and record details on OneSchool.

Major problem behaviours may result in the following consequences after consideration has been given to all other responses:

- **Level Two:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of some privileges, restitution, loss of break times, warning regarding future consequence (e.g. the inability to represent the school or attend excursions) for repeated offence, class teacher to prepare a Student Intervention Plan AND/OR
- **Level Three:** Parent contact, referral to Guidance Officer, referral to Natural Justice Team, Student Disciplinary Absence, automatic exclusion from extra-curricular school activities and events.
- **Level Four:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for Student Disciplinary Absences.

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BEHAVIOUR CONTINUUM

Star Level	Award Level	Level 1	Level 2: Emerging	Level 3: Risk	Level 4: Critical
Long Term	Short term	Frequent	Teacher managed	Ability managed	Administration managed
Demonstrated long term commitment to education and school involvement.	Continues to be a respectful, responsible and safe student.	Respectful, responsible and safe students recognised for achieving and learning together.	Students at this level have not accepted some of their responsibilities.	Student is not responding to teacher intervention or has a one off high level infraction.	Student shows continued disregard for their responsibilities and other's rights and faces suspension or possible exclusion.
Be Respectful Be Responsible Be Safe	Be Respectful Be Responsible Be Safe	Be Respectful Be Responsible Be Safe	There are concerns about a repeated (3 yellow slips) behaviour. Triggers (times, locations, situations) have been identified.	You have received three lunch time consequences. You have committed a major (e.g. major aggression, truancy, stealing, wilful property damage) infraction.	You have continued to commit major infractions or demonstrate chronic minor infractions. Your case will be managed and monitored by a member of the administration.
Achieves: • Full participation • Welcome and thanks school visitors • A certificate and school badge	Achieves: • Classroom credit • Student of the Week • Happiness	Achieves: • Full participation in sports, excursions & reward activities • Possible nomination to official positions.	Receives: • A written revision of expectations • A proforma letter sent home (1) • Classroom consequence (live duty, work in play time, write out or consequence sheet) • A monitoring program (2) starts and is communicated home.	Receives: (as for level 2 plus) After a discussion with a member of the administration you may require: • a modified program e.g. restricted lunch options • exclusion from: sports, excursions, reward days • a planning room detention (3) • an afternoon detention (4) • teacher/parent/admin/student interview (5) • student action plan • the deployment of outside agencies.	Receives: In consultation with parents (6) receives a revised management plan. Depending on the severity of the offence may receive: An internal suspension: Will attend school but will not have contact with other students. Will do normal modified class program. • 1-5 day suspension: Will not attend school. Must complete set learning tasks. • 6-20 suspension: Will not attend school. Must complete set learning tasks. • Exclusion from ERSS at all State Schools
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>ZERO TOLERANCE Immediate suspension of 6-20 days recommended exclusion will be applied to any student who is deemed to have committed physical assault without provocation, has in their possession a weapon with intent to harm or drugs of any description. Zero tolerance will be applied to any other offence that causes serious harm to another person.</p> </div>					

The Yellow Slip

The yellow slip allows the classroom teacher to monitor the behaviour of certain students. All yellow slip information communicated to parents or guardians is to be recorded in One School.

YELLOW SLIP NOTIFICATION

Name: _____ Date: _____

Date of incident: _____

Breaking School Rule: Be Safe Be Respectful Be Responsible

Incident: _____

Further action taken: _____

Teacher who reported incident: _____

Class Teacher Signature: _____

Parent Signature: _____



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Consequences for Unacceptable Behaviour

Level 1:

- Yellow Slips are used to communicate minor infringements home
- Classroom: time out, bag of rubbish, complete or redo work
- Classroom detention: complete or redo work (2x15mins to eat lunch)
- Referral to Buddy Classroom - complete or redo work
- Referral to office - complete or redo work (major, contact parents)
- Consider developing an Individual Support Plan
- Formal detention – complete behaviour contract (Appendix 7). Formal detentions are for major misconduct or serial offenders on a plan
- Orange Detention Slip sent home, signed and returned to school (1)
- Possible supervised lunchtime activity
- 2nd Orange Detention Slip and Individual Support Plan reviewed

Level 2

- 3rd formal detention
- (1) Red Detention Slip is sent home
- Individual Support Plan and Monitoring program (2) begins.
- Check in check out with staff buddy (trained office person, T.A., teacher)

Level 3

- 4th formal detention or 2nd major infringement
- Letter (3); not to attend excursions, sport or cultural events
- Possible after school detention (4)
- Parent/teacher/admin/student meeting (5); Individual Support Plan review and prepare formal record of intervention

Level 4

- Suspension: Individual Support Plan and Record (6) reviewed
- Exclusion

How students move down the behaviour rankings?

- Persistent disobedience in the classroom or the playground.
- Excessive number of referrals to the office from the classroom or the playground.
- Teacher determines need to increase the level and contacts parents.
- Behaviour monitored by teacher and student kept informed of their progress.
- Review of behaviour levels by teacher, students and parents.
- The office is kept informed of level 3 & 4 rankings.

Individual Support Plan (Appendix 5)

An Individual Support Plan aims to guide students towards developing behaviour that is self-controlled. The Individual Support Plan also protects the rights of students who want to learn and supports the rights of teachers to teach.

Our student management plan is based on the following beliefs:

- Behaviour occurs as a result of choices, conscious or unconscious which are based on the student's perception of the best way to satisfy a particular need.
- Individuals must accept responsibility for their own behaviour.
- Students have different levels of ability to learn and to co-operate with other people, as well as different understandings of what is responsible behaviour.
- Co-operation and respect between staff, students and their families and the community is desirable for successful developing responsible behaviour.
- The most effective discipline strategies are based on good classroom management, flexibility and a range of teaching styles.
- Successful behaviour management gives the students involved a **chance to learn** how to make responsible choices in the future.

Individual Support Record (Appendix 6)

The Individual Support Record is maintained to document what the school has done to inform the student and his/her family of the measures which have been taken to support the student.



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Suspension and Exclusion Policy

Suspension from attendance

The Education Act (General Provisions) 2006 gives Principals authority to suspend a student for up to 20 school days and to exclude. He/she will then state the reason for his/her actions.

A student can be suspended for:

- Disobedience
- Misconduct or;
- Conduct that is prejudicial to the good order and management of the school.

Suspensions at Eimeo Road State School will be considered for:

- Persistent and wilful disobedience;
- Violent behaviour
- Verbal harassment of staff or students
- Failure to comply with Individual Responsible Behaviour Plan
- Failure to follow Re-Entry Plan
- Persistent bullying
- Vandalism
- Theft
- Threatening students and staff
- Failure to attend detention or complete consequences
- Verbal misconduct
- Grossly immoral behaviour
- Bringing contraband to school including cigarettes, drugs or weapons.
- Use of harmful substances at school.
- Failure to follow a program of instruction.

Plus other circumstances that threaten the good order and management of the school as determined by the Principal.

In School Withdrawal

If classroom behaviour warrants it, an in-school withdrawal will be initiated. This will result in a student working independently at the office for the whole day. Play breaks will also be taken at the office.

Detention of Students

The Education Act (General Provisions) gives Principals and/or teachers the right to detain a student as a punishment for disobedience, misconduct and wilful neglect to prepare homework or for other breaches of school discipline.

Behaviour Improvement Condition

Prior to the formal exclusion process, the Principal may impose a Behaviour Improvement Condition where a student's behaviour warrants grounds for exclusion. The Principal may decide that the student's continued attendance at Eimeo Road State School is subject to the student complying with a behaviour improvement condition for the challenging behaviour and requires the student to undertake a behaviour management program.

The program must be:

- Reasonably appropriate to the challenging behaviour
- Conducted by the classroom teacher and a member of admin
- Designed to help the student not to re-engage in the challenging behaviour.

*Detention & **Suspension Schedule for Persistent Disobedience and/or Misconduct

Incident	1	2	3	4	5	6	7	8	9	10	11
Level	1	1	2	3	4	4	4	4	4	4	4
Consequence	*D	D	D/NR	DD	**S	DD	S	DD	S	DD	S
Note/days	Yellow1	Yellow2	Red1	Letter	3day	Red2	5day	Red3	10day	Red4	20day

DD: Double Detention (Lunch and after school)

NR: Not permitted to represent the school unless they have the permission of supervising teacher/s.

NB: 4 weeks without incident and a student's level reverts to the previous level.



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Exclusion from attendance

The Principal shall consider expeditiously the circumstances of a case of exclusion and may order the exclusion of a student:

- For a period determined by him/her or
- Permanently – whether he/she is satisfied that the student is guilty of disobedience, misconduct or other conduct prejudicial to the good order and discipline of the State Educational institution.

Recommendations for Exclusion at Eimeo Road State School will be considered for:

- Persistent and wilful disobedience;
- Persistent Violent behaviour
- Persistent Verbal harassment of staff or students
- Persistent insolence
- Persistent unwillingness to participate in a program of instruction.
- Extremely aggressive and violent behaviour
- Possessing drugs at school. Selling drugs at school.
- Plus other circumstances that threaten the good order and management of the school as determined by the Principal.

(See also **Appendix 13** Exclusion by Principal)

Educational Continuity Measures for Students on Exclusions

The policy, ***'Safe, Supportive and Disciplined School Environment'*** states:

- *If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.*
- *If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.*
- *Should the student's behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.*

Re-Entry Plans

It is a condition of re-entry after a school suspension that students and their parents attend a Re-Entry Meeting with the School Administration. At this meeting a plan is determined so the student can successfully return to school. Some common strategies include:

- Partial Return to School (for part of the day for a period)
- Formulation of a Student Intervention Plan and Record Sheet
- Establishment of a restricted play area for the student.
- First Out/Last in policy. (Student is first out at lunch and the last to return to class after a brief visit to the office for checking in.)
- An alternate playtime plan.
- Alternate classroom sessions with other classes for a period of time.
- Time in the office or special needs unit.



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6. Emergency or critical incident responses

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

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

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

Basic Defusing Strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others or
- causing or at risk of causing serious property damage.

Appropriate physical intervention may be used to ensure that Eimeo Road State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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



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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:

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

Any physical intervention made must:

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

Record keeping

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

- Record incident into OneSchool.
- Complete Physical Incident Debriefing Report (student & staff) (Appendix 11)

7. The network of student support

Our team approach to behaviour support includes the involvement of a wide range of people:

- | | |
|----------------------------------|------------------------------------|
| • Administration Team | • District Senior Guidance Officer |
| • Parents | • Advisory Visiting Teachers |
| • Teaching staff | • School Chaplain |
| • Learning Support Team | • Positive Learning Centre staff |
| • ERSS Natural Justice Committee | • School Adopt-A-Cop |
| • Guidance Officer | • School Health Nurse |

Various government and non-government agencies, such as Disability Services, Department of Child Safety, Queensland Health, Mackay City Council are also included in our network of student support.

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.

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

- promoting an environment which is responsive to the diverse student needs
- 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner & at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
 - receive adjustments appropriate to their learning and/or impairment needs.



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9. Related legislation

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

10. Related policies

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

11. Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

12. Appendix List

1. Use of Personal Technology Devices at School
2. E.R.S.S. Supportive School Environment Policy: Anti-Bullying
3. High 5 Strategy
4. E.R.S.S. Code of Behaviour 4B Possession of a knife at school
5. E.R.S.S. Student Intervention Plan
6. E.R.S.S. Student Intervention Record
7. E.R.S.S. Student Behaviour Contract
8. E.R.S.S. Orange and Red Detention Slips; Level 3 Letter
9. E.R.S.S. Some Curriculum Resources
10. E.R.S.S. Community: Rights and Responsibilities
11. Referral to Natural Justice Committee
12. Physical Incident Report
13. Exclusion by Principal

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 discipline.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

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

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

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to



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individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

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

E.R.S.S. Supportive School Environment Policy: Anti-Bullying (including Cyber-Bullying)

Anti-bullying including cyber-bullying is just one aspect of maintaining a Supportive School Environment at Eimeo Road. The Supportive School Environment Policy states that Education Queensland is committed to providing environments in which all students have the right to learn free from threat, violence, disruption or discrimination.

As defined by Queensland's Child Protection Act, *'Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.'*

Bullying can take a number of forms, including:

- **Verbal:** name calling, put downs, threatening, teasing
- **Physical:** hitting, tripping, poking, kicking, spitting, stealing or damaging property
- **Social:** ignoring, spreading rumours, leaving a student out
- **Psychological:** stalking, inappropriate gesturing

Possible Effects of Bullying:

- **For the bullied person** - stress, truancy, anger, poor self-esteem, depressive affects and sadness.
- **For the "bully"** - lack of cooperation, an inability to respect others, an inability to form and maintain healthy long-term relationships, lack of success at school and possibly problems with the law.

Responsibilities of our School Community:

All members of the community have a responsibility ...

- to cooperate with each other in identifying both the "bully" and "the bullied";
- to communicate with each other in an open and honest manner in matters pertaining to this;
- to develop strategies to assist with both the victims and perpetrators in overcoming their difficulties.

- **Students**

- Follow the High 5 Strategy (Appendix 3)
- For the person who is bullying in a serious way a Student Intervention Plan will be developed with the aim of minimising/stopping the student's actions.
- If you know of someone who is being bullied
 - Tell an adult about the situation.
 - Get the person involved with your activities, give them support.

- **Parents/Carers**

- Watch for signs that your child might be or experiencing bullying.
- Bullying can manifest itself emotionally, physically or behaviourally.
- Please inform staff of your concerns.
- Encourage your child to develop friendships, to play sport or pursue other interests.
- Encourage your child to be assertive and use the High 5 strategy.
- Please Note: Hitting back or verbally abusing can aggravate the situation.



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- **Staff**
 - Make yourselves available for students and parents to discuss matters of concern and discuss those concerns with significant others.
 - Create an environment where students feel safe in the classrooms and grounds.
 - Discuss the correct ways for students to communicate with each other. This can be done in large/small groups and as individuals.
 - Continue to upgrade your management strategies with Professional Development eg Child Protection Training.

Options Following Incident Reports

A range of options may be implemented depending on the students and the severity of the situation. Some of these are:

- A discussion with individual/all students outlining the incident and an explanation of possible consequences.
- Referral to other agencies eg Guidance Officer, Police Liaison Officer.
- Parent/carer contact for ongoing or serious incidents.
- Withdrawal of privileges/school activities.
- Restitution.
- Suspension for repeated or severe incidents of bullying.

Our school has an ongoing practice of teaching good communication skills and positive and active citizenship.

Appendix 3

High Five Strategy

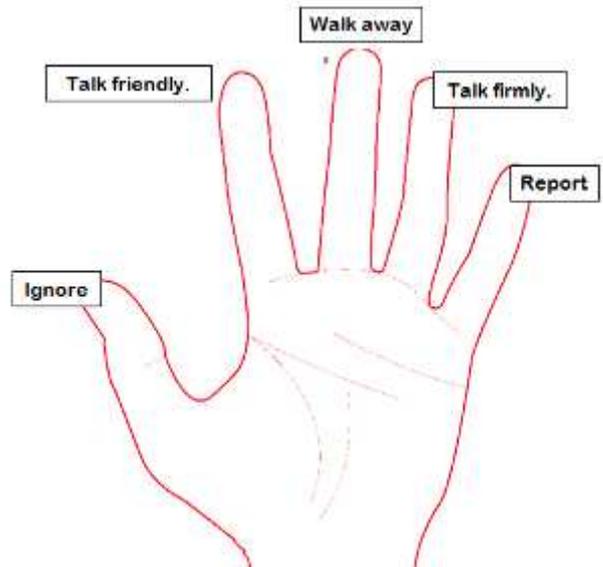
STEP 1 **IGNORE** - the first, and usually the most effective, is to ignore the annoying behaviour.

STEP 2 **TALK FRIENDLY** – politely tell them to stop and wait for them to join in

STEP 3 **WALK AWAY** – from the offending student.

STEP 4 **TALK FIRMLY** – speak assertively, strongly but still politely and tell them to stop it or you will tell.

STEP 5 **REPORT** – if you have tried the preceding 4 steps and the offending behaviour has still not stopped, tell the teacher–on-duty.





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General Code of Behaviour

At all times, all school community members will be:

- cooperative
- attentive
- tidy
- independent
- punctual
- industrious
- courteous and respectful

They will also:

- play and work safely, sensibly and with tolerance
- use appropriate language
- follow the school sun-safe plan
- be a worthy representative of the school community
- have a sensible and safe approach to travel
- wear uniforms where and when required
- only enter classrooms with a teacher's instruction
- consider self, others and property
- keep hands, feet and other objects to themselves

Dress Code of Behaviour

Schools play an important role in the upholding of community expectations. Student dress standards should promote the good image of the school within the community, and should encourage students to uphold and enhance that image.

The specific features of an appropriate dress standard for our school include:

- Jewellery: one wrist watch; one stud earring or sleeper in one or both ears
- Make-up: no cosmetic applications including nail polish
- Hair: natural colour; tied or pulled back if at or below shoulder length
- Shoe: covered in as per requirements of the school uniform
- Hats: a hat with a wide brim of 8-10cm as per the school uniform; No caps
- Protective equipment: as required (e.g. sport guard, bicycle helmet)
- Regular uniform: the regular school uniform is to be worn on a daily basis
- Special uniform: as requested for particular sporting or cultural activities

Eating Time Code of Behaviour

In addition to the General Code of Behaviour students will:

- follow directions of people on duty
- use quiet voices
- sit during eating time
- when dismissed, leave area by walking
- only place rubbish into the bin when released

Playing Time Code of Behaviour

In addition to the General Code of Behaviour students will:

- follow directions of people on duty
- be safety conscious
- wear a hat to play when not under cover
- remain within designated areas
- keep out of the car parks

The Code of Behaviour is personalised for each classroom, using the School Rules as a guide to meet the teacher's expectations. The School Rules are displayed, discussed and referred to in every classroom.



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Appendix 4B: Possession of a knife at school

WORKING TOGETHER TO KEEP EIMEO ROAD STATE SCHOOL SAFE

We can work together to keep knives out of school. At Eimeo Road State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined resulting in a possible suspension.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

Remember

- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Eimeo Road State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.



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Appendix 6

Individual Support Record

Student:	Date of Birth:
Teacher:	Student EQ ID:
Case Manager:	Year Level:
Commencement Date:	
Behaviours of Concern:	
Identified Behaviour Goals:	
Identified Student Strengths:	

Proactive and Teaching Strategies	Responsible	When
Curriculum Adjustments		
Class Support		
Playground Support		
Transitions Support		
Reinforcements for Desired Behaviour		
Student Support Network		
Individual Monitoring		
Class Monitoring/Evaluation		

Reactive Strategies	Responsible	When
In-Class		
Playground		
Carer Communication		

Interagency Involvement	Responsible	When

Other Information	Responsible	When
• • •		

This plan has Parent/Cater agreement: **YES/NO** (Circle one) **Review Date:**

Principal:

Classroom Teacher:

Case Manager:

Behaviour Support Staff:

Parent/Guardian:

Student:

Signature Date:

Appendix 7 Behaviour Contract

Detention Teacher: Please forward this form to the class teacher once detention has been completed.

DETENTION

Name: _____ Class: _____ Date: _____

1. What did I do?

2. Why did I do this?

3. Have I done anything like this before? What did I do then?

4. How did my behaviour make others feel?

- (a) _____
- (b) _____
- (c) _____
- (d) _____

5. What are some things I should have done instead?

- (a) _____
- (b) _____

6. What should I change in my behaviour in the future?

7. The detention teacher may ask you to write a letter of *apology*.



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CONSEQUENCES

Three strikes in a session and you miss out on play.

Three poor sessions and you stay until 4PM.
No work no play.

REWARDS

Three ticks in a session = 1 Bee Certificate

Three Bee Certificates = Negotiated reward

10 Bee Certificates = 1 Happygram

Two Week Tracker

NAME:

WK1	BS	1st	B1	2 nd	B2	3 rd	AS
1							
2							
3							
4							
5							

Consequence:

WK2	BS	1st	B1	2 nd	B2	3 rd	AS
1							
2							
3							
4							
5							

Consequence:





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Appendix 8 Communication

Level 1: A5 Orange Slip Notification

 **ORANGE SLIP DETENTION NOTIFICATION Level 1 No.**
Phone: (07) 49697111

Name: _____ Date: _____

Date of incident: _____

Breaking School Rule: Being Safe Be responsible Be Respectful

Incident: _____

Class Teacher Signature: _____

Parent Signature: _____

Level 2: (3rd Formal Detention) A5 Red Slip Notification

 **RED SLIP DETENTION NOTIFICATION Level 2**
Phone: (07) 49697111

Name: _____ Date: _____

Date of incident: _____

Breaking School Rule: Being Safe Be responsible Be Respectful

Incident: _____

Class Teacher Signature: _____

Parent Signature: _____

Level 3 and 4 (4th Formal Detention or Suspension): Letter



Eimeo Road State School
21 Eimeo Road
Rural View Q 4740
Ph: 07 49697111 Fax: 07 49697100



Dear _____

This is to advise you that your son/daughter has been placed on behaviour Level 3 and 4.

This is as a consequence of:

Your son/daughter will be required to complete the prescribed number of detention, and have his/her Student Intervention Plan reviewed.

They are no longer eligible to participate in events conducted outside of the school grounds or class or group 'reward' activities e.g. excursions, sports or cultural events, unless mutually agreed upon precautions are put in place between the supervising teachers, the student and his/her family.

If you would like to discuss this matter with us please phone the office to organise an interview time. You may be contacted further as a follow up at the completion of the Student Intervention Plan.

Yours faithfully

Class Teacher

Ms Mary Orchard
Principal

-----✂-----
PLEASE SIGN AND RETURN TO CLASS TEACHER AS ACKNOWLEDGMENT

Student Name: _____

Class: _____

Parent Signature: _____

Date: _____





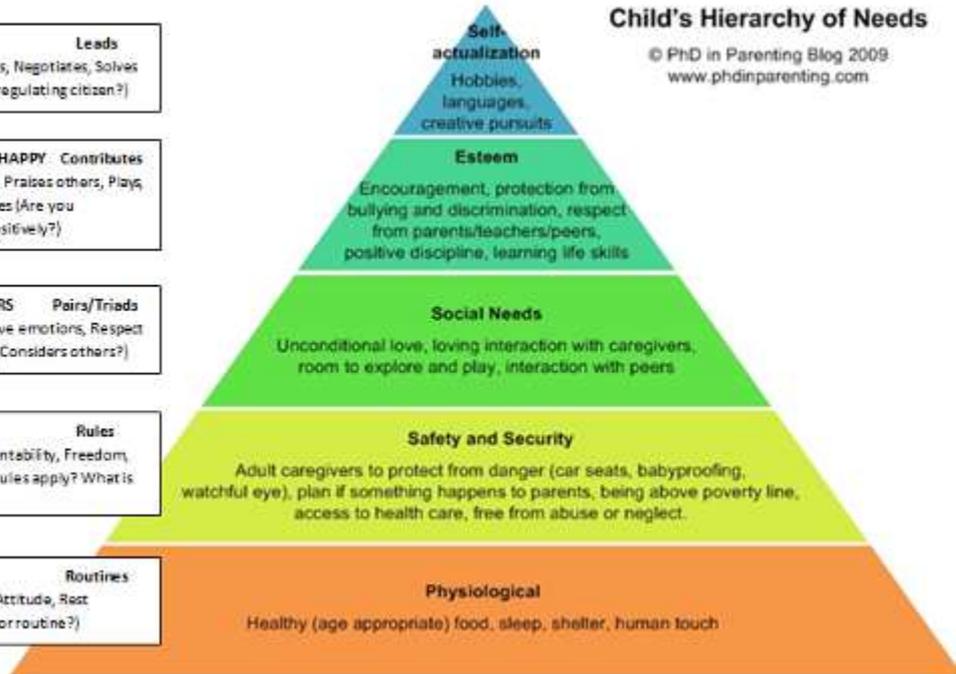
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Meeting Children's Needs

OWNS Observes, Waits, Negotiates, Solves (Are you a self-regulating citizen?)	Leads
Responsible & HAPPY Helpful, Aware, Praises others, Plays, Yes to challenges (Are you contributing positively?)	Contributes
Respects OTHERS Own things, Have emotions, Respect their situation (Considers others?)	Pairs/Triads
SAFE Stability, Accountability, Freedom, Eagerness (Do rules apply? What is my reward?)	Rules
DEAR Diet, Exercise, Attitude, Rest (Is life random or routine?)	Routines

Child's Hierarchy of Needs

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www.phdinparenting.com



References

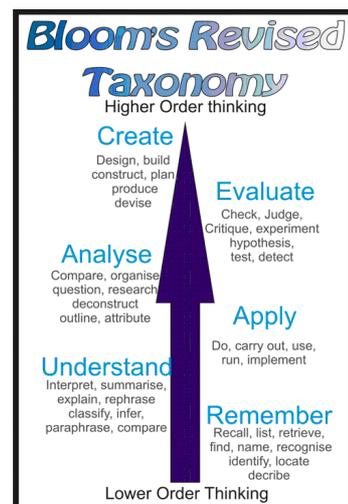
- Maslow, Hierarchy of Needs
- PhD In Parenting Blog (2009) www.phdinparenting.com
- Enquest, R., Teach Like Your Hair is on Fire

Forced Choice Survey

Not all rewards are rewarding for all students. The "Forced Choice Survey" provides a useful tool in identifying what types of rewards will work with different students. <http://www.drchrustowski.com/ReinforcementSurvey.pdf>

HOT (Higher Order thinking) Curriculum

- **RISK Lesson:** Rule, Investigate, Situation, Keep Going
- **SWPBS Placemat**
- **Bloom's Taxonomy**
- **Philosophy**



Appendix 10

E.R.S.S. Community: Rights and Responsibilities



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<p>Students' Rights <i>Students have a right:</i> To obtain an education To be treated with courtesy, respect and tolerance of social diversity and individual differences. To work and play in a safe environment. To learn without disruption by others. To express themselves and be an individual in a socially acceptable manner. To belong to our school and be proud of it. To expect that personal property will not be damaged or destroyed by others.</p>	<p>Students' Responsibilities <i>Students have a responsibility:</i> To work hard to gain an education. To treat other students, staff and visitors with courtesy, respect, tolerance. To ensure they do not endanger, harass or bully others. To ensure they do not interfere with other students' learning. To express themselves and be an individual in a socially acceptable manner. To follow school rules. To care about our school and its equipment. To help others fulfil responsibilities and not hinder anyone.</p>
<p>Parents' Rights <i>Parents have a right:</i> To be an individual. To be treated with courtesy, respect and tolerance of social diversity and individual differences. To be respected and treated as the major influence upon their child's development. To be able to express themselves on school matters. To be safe at school and expect that personal property will be cared for. To have access to school personnel at a mutually arranged time.</p>	<p>Parents' Responsibilities <i>Parents have a responsibility:</i> To encourage appropriate behaviour in their children. To treat other parents, students and staff with courtesy, respect, tolerance. To encourage their children to accept school and community rules. To provide feedback to our school regarding our school policies and practices</p>
<p>Teachers' Rights <i>Teachers have a right:</i> To be treated with courtesy, respect and tolerance of social diversity and individual differences. To help students learn and to provide an appropriate environment for learning, for all students. To express themselves and to be individuals. To aim their teaching at specific needs of students and direct their efforts towards maximising student learning. To receive the full support of parents and the school community. To have privacy and security of self and property.</p>	<p>Teachers' Responsibilities <i>Teachers have a responsibility:</i> To treat other staff, students, parents and visitors with courtesy, respect, tolerance. To see that school policies and practices are consistently implemented throughout our school. To encourage children to learn and behave appropriately. To provide an appropriate role model for students. To promote maximum learning in all students. To respect and take care of self, students and property. To help make our school a happy and safe place. To respect the confidentiality and privacy of students and parents.</p>
<p>Ancillary Staff and School Helpers' Rights <i>Ancillary Staff and School Helpers have a right:</i> To be treated with courtesy, respect and tolerance of social diversity and individual differences. To express themselves and to be individuals in an appropriate manner. To have privacy and security of self and property.</p>	<p>Ancillary Staff and School Helpers' Responsibilities <i>Ancillary Staff and School Helpers have a responsibility:</i> To treat other staff, students, parents and visitors with courtesy, respect, tolerance. To encourage children to learn and behave appropriately. To provide an appropriate role model for students. To respect the confidentiality and privacy of students and parents.</p>



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Appendix 11

REFERRAL TO: NATURAL JUSTICE COMMITTEE INFORMATION SHEET FOR CONSULTATION/SUPPORT

Date of Referral: _____

PERSONAL DATA

Name: _____ Sex: _____

Date of Birth: _____ Age: _____

Year Level: _____ Teacher:/s: _____

Parent/Guardian Name: _____

Address: _____ Phone Number: _____

1. Concern initiated by: Teacher Administration Parent
Other

2. Reason for referral

3. What were the outcomes of discussions with parents/caregivers? If discussions have not taken place please indicate reasons.

4. What relevant background information exists?

5. Have other specialists been involved? (eg paediatrician, support staff in school, Speech Language teacher etc) If so, in what way?

6. What factors are mostly contributing to the concern? (Rank in order of importance if possible.)



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7. What has been tried to date? Eg peer tutoring, home reading, modified program etc.)

8. What degree of success has been achieved?

9. How do you think the Natural Justice Committee can best assist you?

10. If and academic concern has been raised have work/assessment samples been attached? Yes

Teacher: _____ Principal:

Teacher elaborates on this form at the Natural Justice Committee meeting. Bring all relevant information.

ACTION:			
WHAT	WHO	WHEN	REVIEW



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Appendix 12 Physical Incident Report: One School MAJOR

Name: _____ Date: _____ Person Completing Form: _____

PROBLEM BEHAVIOUR:

Date of incident: _____ Started: _____ Ended: _____

Staff/Student witnesses: _____

What happened? (Before, During, Level of injury, Why did it stop?)

Physical Incident Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes
- Share Student Intervention Plan with teacher, student, and guardian.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next? (Individual Support Plan)

Restorative Questions for students

- **FACTS:** What happened? What were you thinking of at the time?
- What did you hope to gain or avoid?
- What have you thought about since?
- **FEELINGS:** What has been affected by what you have done? In what way? (feelings were real but reasoning was wrong)
- **PLANNING:** What do you think you need to do to make things right?
- How can we make sure that this doesn't happen again? What can I do to help?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.



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Appendix 14 Exclusion by Principal

The only grounds for exclusion are:

1. (a) disobedience by the student, and/or
(b) misconduct by the student, and/or
(c) other conduct of the student that is prejudicial to the good order and management of the school or state schools, **if** the disobedience, misconduct or any other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.
2. Also, a student may be excluded from a state school at which the student is enrolled because of the student's contravention of a Behaviour Improvement Condition (BIC).

Principal: Proposal to Exclude Process

- Consider if it is inappropriate for you to [make the decision](#)

Investigation of allegations/s

- Receive verbal or written allegation of serious inappropriate behaviour by victim or witness
- Gather all material relevant to determining culpability, including:
 - Chapter 12, Part 3, Div 1A of the *Education (General Provisions) Act 2006*
 - Departmental policy SMS-PR-021: Safe, Supportive and Disciplined School Environment
 - School's Responsible Behaviour Plan for Students
 - Student's own statement/interview in response to the allegations
 - Statements of staff, students, other witnesses, etc.
 - Other material relevant to penalty such as:
 - Student's behavioural history - OneSchool behaviour record.
 - OneSchool record of contact.
 - Any related plans such as Individual Support Plan.
 - Any other documents related to support provided at school or the incident.
 - Any reports written about the incident and the student.
 - Any information provided by other agencies.
- Provide the student with a de-identified copy of material used.
- Give the student an opportunity to respond to the allegations (Nb: it may be necessary to provide a person to support the individual needs of the student, e.g. interpreter, special education teacher) before you propose exclusion. Take all reasonable steps to arrange this opportunity (e.g. attempt telephone contact or organise a meeting) before you proceed with your proposal to exclude.
- If you believe the student has engaged in misconduct that poses an unacceptable risk to the safety or wellbeing of other students or staff of the school or schools, take the appropriate disciplinary action at the school and also consider recommending exclusion from certain schools to your supervisor.

Proposal to Exclude Decision

- Determine, in this order:
 - On the balance of probabilities, did the student engage in the disobedience, misconduct or other conduct alleged?
 - If yes, in the context of the student's circumstances at the school, considering:
 - i. the nature and severity of the alleged conduct
 - ii. the student's past behavioural history at school (including any past schools if relevant)
 - iii. any support or adjustments made by the school if the student has any learning or behaviour needs
 - iv. any extenuating circumstances (e.g. family circumstances or cultural issues) which may have impacted on the student's behaviour
- Is the behaviour so serious that suspension would be inadequate to deal with the behaviour? and
- Is a proposal to exclude the only appropriate response? Consider if imposition of a Behaviour Improvement Condition is appropriate, before applying suspension with a proposal to exclude.
- Seek and document advice from the Guidance Officer to see if there are any known extenuating circumstances impacting on student.
- Advise Regional Office you are considering exclusion and request a case manager for the student.
- Use OneSchool to create an Exclusion record and proposal letter.
- Complete the [Checklist for Exclusion Decisions](#) throughout the process to ensure you have covered all requirements including natural justice.
- Consider, throughout the process, whether the student's alleged conduct merits a recommendation for exclusion from certain schools to your supervisor.



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Formal Notice – Proposal to Exclude

- Use the OneSchool wizard to enter the details and print the Proposal to Exclude notice.
- Keep a signed copy on the school files and/or upload onto OneSchool.
- Give the student and parent the notice of Proposal to Exclude on the same day the decision is finalised or as soon as possible after the decision.
- Attach a de-identified copy of the material relied upon to make the decision to the notice, if not already provided.
- Include student notice with parent notice if inappropriate to send directly to student (e.g. due to student's young age).
- Give the notice to the student without also giving it to the parent only in instances where it may not be appropriate for the notice to be provided to a parent where the student is 18 years or older, independent of or estranged from or at risk of harm from parents. Also determine if there is another adult person the student will give consent for the notice to be provided to who may assist them.
- Use a translation service to have the notice translated into the student's/parent's native language, where the student and parents are not fluent in English. Utilise the [Commonwealth Translating and Interpreting Service \(TIS\)](#) with translation required to organise and conduct meetings.

Meeting with parents

- As soon as practicable after giving the student the notice, take reasonable steps, to meet with parent (if appropriate), to discuss student's behaviour and give them the opportunity to respond to any allegations. If it is inappropriate to meet with the student's parents, take reasonable steps to meet with an adult support person nominated by the student. (Please note: if the student is to attend the meeting, this meeting will need to be conducted at a site other than the school)
- Document your attempts to arrange a meeting and any notes from the meeting.

Education Program

- Arrange for the student's access to an education program that allows the student to continue with their education during the suspension.

The policy, '*Safe, Supportive and Disciplined School Environment*' states:

- • *If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.*
- • *If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.*
- • *Should the student's behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.*

Final Exclusion Decision Process

- Proposed exclusion notice and related material to be collated.
- Notify the Case Manager if an appeal submission has been received.
- Read appeal submission and individual issues identified and considered.
- Review of the [Checklist for Exclusion Decisions](#) to ensure all requirements were met, including natural justice.
- Rectify aspects which were not done properly but that can be corrected (e.g. failure to provide material).
- Provide any additional material not yet given to the submitter and allow opportunity to respond. **Note:** The decision maker must not allow the decision timeframe to extend beyond the permitted 20 school days – if it is not possible to correct deficiencies within this timeframe, then proceed to make the decision but identify the deficiencies in the decision notice.
- If you believe the student 'poses an unacceptable risk to the safety or wellbeing of other students or staff of the school or schools', take the appropriate disciplinary action at the school and consider recommending exclusion from certain schools to your supervisor.

Final Exclusion Decision

- Consider: Proposal to Exclude notice; supporting material; (if relevant) submission from parent/student or other eligible person; (if relevant) any further submission from parent/student or other eligible person; Consider the material used in imposing the BIC where proposal relates to breach of BIC.
- No later than **20 school days** after the student was given the notice (physically or in the post) OR the student was sent home (whichever came first), the Principal must decide to:



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- Not Exclude the student; OR
- Exclude the student [with or without a change to the timeframe set out in the proposal notice (period imposed may not be greater than the period proposed)].
Note: While the decision must be made not later than 20 school days after the student was sent home suspended, the actual notice of decision need not be given within this timeframe.
- If the notice will not arrive in the 20 school days, notify the student/submitter by telephone within the 20 school day timeframe and then send the formal notice.
- Use OneSchool to record decision and create appropriate letter.

Formal Notice – Final Exclusion Decision

- Use the OneSchool wizard to enter the details and print appropriate notice.
- Keep a signed copy on the school files and/or upload onto OneSchool.
- Give the student (and parent, where appropriate) a written notice of Principal’s Decision to Exclude on the same day the decision is finalised or as soon as possible after the decision.
- If not excluding the student:
 - as soon as practicable tell the student, for example, by telephone (decision takes effect from the date they are told).
 - within seven days of telling the student about the decision, give written notice of Principal’s Decision Not to Exclude to student and parent about decision and reasons for decision.
- Notify Case Manager of decision.
- Notify regional office of decision.

Appeal Submission to Regional Director about Principal’s Decision

Principal

- Provide additional documentation, if an appeal is sent to the Regional Director. This will be co-ordinated by the officer managing the appeal on the Regional Director’s behalf.

Regional Director

- No later than **40 school days** after the submission was received, the Regional Director must decide to: confirm the exclusion OR amend the exclusion OR set aside the exclusion.

Anniversary Notice

Principal’s Supervisor

- Send an [anniversary notice](#) to the student, if a student is excluded permanently from a state school/s, as soon as is practicable after each anniversary of permanent exclusion until the excluded person is 17 years of age.
- State in the final anniversary notice that the excluded person still has the opportunity to make a submission to the Principal each year until they turn 24.
- Give the excluded person who is under 17 years of age or aged 17-24 years of age, the opportunity to make a submission to the Principal to revoke the exclusion.

Anniversary Decision

Principal

- Consider: exclusion decision; supporting material ; submission from parent/student or other eligible person; (if relevant) any further submission from parent/student or other eligible person; if any further documentation is gathered, provide any de-identified copies to the student/submitter and allow them an opportunity to respond.
- No later than **40 school days** after the submission was received, the Principal must decide to:
 - [revoke the exclusion](#) OR
 - [not revoke the exclusion](#)

Note: while the decision must be made not later than 40 school days after the submission was received, the actual notice of decision need not be given within this timeframe.

- if the notice will not arrive in the 40 school days, notify the student/submitter by telephone within the 40 school day timeframe and then send the formal notice.

Formal Notice – Anniversary Decision

- Give the student (and parent, where appropriate) a written notice of [Principal’s Decision to Revoke the exclusion](#) or [not revoke the exclusion](#).
- Ensure OneSchool records are updated.
- Keep a signed copy on the school files or upload onto OneSchool.
- Notify Case Manager of decision.
- Notify regional office of decision.