Responsible Behaviour Plan for Students 2014-2017
Responsible Behaviour Plan for Students

based on The Code of School Behaviour

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1. **Purpose**

Education Queensland is committed to ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive and disciplined learning environment. Schools promote a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. Schools recognise the reciprocal relationship between academic success and social behaviour.

At Charleville State School, we adopted School Wide Positive Behaviour Support (SWPBS) as a framework to teach and expect desired behaviours. This approach means we use positive language and focus on students being acknowledged and/or rewarded for displaying appropriate behaviour.

Our SWPBS focus means we regularly collect and analyse behavioural data, and use this data to inform the subsequent focus areas we need to develop lessons and language for.

2. **Consultation and data review**

This plan was reviewed in 2013, by engaging a representative group of parents from our community and staff members. Our SWPBS committee has had input to the plan through their respective meetings. This group provided feedback about the plan to the school to enable a series of drafts to be developed with a view to the document being approved by the Charleville State P and C Committee.

3. **Learning and behaviour statement**

At Charleville State School we provide a learning environment in which each individual is empowered to achieve academic, cultural and social excellence. Our purpose is to motivate and inspire each individual to make sustained positive contributions to society.

Charleville State School strives to uphold the belief that schools are places of learning, and that all students have the right to learn in a safe and supportive environment. Students are encouraged to take responsibility for their behaviour, and to learn appropriate behaviour regulatory skills within the framework set out in this Responsible Behaviour Plan for Students.

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

*Universal behaviour support*

For effective management of behaviour the majority of school staff time and energy is spent on proactive approaches. This includes effective classroom management systems, reward systems, positive class rules, cooperative learning, and positive relationship building. Skills and expectations for behaviour are taught and modelled to students. This is in keeping with the practices and principles of SWPBS.

At Charleville State School there is a strong emphasis on 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 developed to accompany our four school B’s. The School-wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings. See Appendix A

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
- Displayed throughout the classrooms and school grounds

To achieve positive behaviours, all staff are involved in actively teaching social competencies and rewarding students who demonstrate these.

Charleville State School and its staff utilise a wide range of acknowledgement strategies with students which include:

- Praise/Encouragement (Verbal/Non-verbal/Written)
- Class Responsibilities (Messenger, Teacher’s Helper, Library Monitor, Tuckshop)
- Inter-Class Responsibilities (Peer Tutoring, Peer Mediation)
- Individual Class-Level Rewards (Stickers, Books, Stamps, Free time, Certificates, Student- Choice Activities, Computer Time, Bank Books)
- Whole Class Rewards in keeping with school priorities and targets (Parties, Fun Days, Game Time, Sport, Videos)
- Communication with Parents including phone calls and ‘Positive Postcards’
- Sharing Work With Others (Principal, Other Classes, Parents)
- Whole School Reward System (Gotcha Cards, Reading Rocks and Student of the Week)
- Teacher Evaluations (Marks/Comments on Work/Behaviour Reporting) Celebrations (Birthdays, “Outside” achievements)
- Notes in School Newsletter
- 100% Attendance Awards
- End of Year Academic Awards

The efforts of staff members are also acknowledged at staff meetings, on Parade and in the weekly staff newsletter.

In circumstances where persistent misbehaviour occurs, staff refer to our Behaviour Continuum. This acts as a guide for teachers to manage and also make decisions about the types of behaviour occurring, and how teachers may have to manage this behaviour, or when to refer the behaviour. See Appendix C.

Charleville State School believes that attendance is central to achievement, and that attendance is part of good school behaviour. The following Policy outlines the responsibilities for all stakeholders:
Attendance Policy:

Student Expectations:

At Charleville State School we expect;

- That every student will attend every day of school throughout the year. Research clearly shows that students who attend very regularly achieve much better results across the long term;
- That if coming to school late, they sign in at the office. They should present a note from a parent/guardian explaining lateness. Persistent lateness will lead to contact with home.
- That students remain at school the entire day and only depart through the office after approvals have been given by parents/guardians and sighted and approved by school administration.
- That students ensure their parents/guardians provide them with a note or phone call explaining absences.
- That students will actively and promptly follow up with their teachers after all absences to ensure they have all the required work to continue successfully in their classes.

Parent Expectations:

At Charleville State School we expect;

- That parents/guardians actively support the school in ensuring their child(ren) attend school every day of the year.
- That parents/guardians provide a note or phone the office if their child(ren) are late for school.
- That parents/guardians provide a note prior to any planned early departure from school and remind their child(ren) that they still must report to the office before their departure.
- That parents/guardians inform the school of all absences as soon as possible (preferably on the day of the absence.)
- That parents/guardians give forewarning of known future absences, in particular long term absences.
- That parents/guardians will actively and promptly instruct their child(ren) to follow up with their teachers after all absences to ensure they have all the required work to continue successfully in their classes.
- That parents/guardians make informed decisions about appropriate absences from school, remembering that every absence requires the student to organise catch-up work.
- That parents/guardians support the school in applying after school detentions (with appropriate notice) for students who truant during any school day.

Staff Expectations:

At Charleville State School we expect;

- That all staff will mark rolls diligently and accurately in every lesson/activity they are responsible for throughout a normal school day or during a camp/excursion.
- That rolls are marked by teachers twice daily, by 9.15am and by 2.00pm, to ensure student attendance can be recorded in our system promptly and parents can be notified of unexplained absences.
- That contact is made with parents/guardians by classroom teachers if a pattern of absence is noted in a particular class/subject.
- That contact is made daily by the office staff of any unexplained absence to parents/guardians either through text or phone messages.
- That students who are found to be truant for any part of a school day, are reported to parents/guardians immediately by the school administration with appropriate consequences established.
- That contact is made on a weekly basis through letters to parents/guardians of any unexplained or unusual absences during the preceding week.
• That pro-active & supportive strategies are employed with students who demonstrate an unwillingness to attend school.

School Rules
In accordance with the SWPBS framework, Charleville State School has four brief, yet positively stated rules:

- Be Respectful
- Be Responsible
- Be an Active Learner
- Be Safe

School Uniforms
A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of our uniform policy. At Charleville, the wearing of correct uniforms at all times is a part of our approach to responsible behaviour.

Guidelines:
• Correct uniform must be worn at all times by students, unless especially advised.
• A note must be brought from home outlining the reason for being out of uniform and given to the class teacher.
• Teachers to follow up with a note to parent/caregiver if students repeatedly out of uniform.

Aims:
• To promote equality amongst all students.
• To further develop a sense of pride in, and identification with our school.
• To provide durable clothing that is cost effective and practical for the school environment.
• To maintain and enhance the positive image of the school in the community.

Implementation:
• After consultation with the staff, school community (P&C and School Council) the school has developed a uniform policy that we believe provides choice for the students, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.

The uniform consists of:

YEAR PREP -7
GIRLS
• Royal Blue polo shirt with school emblem
• Royal Blue school jumper with school emblem
• Black shorts/ skirt/track pants
• Closed toed shoes
• Royal Blue wide-brimmed hat or Royal Blue bucket hat with school emblem
• School dress (if available)
YEAR PREP - 7

BOYS

- Royal Blue polo shirt with school emblem
- Royal Blue school jumper with school emblem
- Black shorts/ track pants
- Closed toed shoes
- Royal Blue wide-brimmed hat or Royal Blue bucket hat with school emblem

• The uniform policy applies during school hours, when students are on excursions and/or when representing the school for functions and sport.
• Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery.
• Make up is not part of school uniform.
• Natural hair colours are acceptable only – hair is not to be died bright colours.
• The only headwear that is acceptable is sunsafe hats consistent with our ‘No Hat, No Play’ policy. They must be worn outside during recess, lunch, sport and any other outside activity. Hats must not be worn inside.
• Appropriate footwear is fully enclosed shoes. Roller shoes, sandals, knee high boots (or similar) and thongs are not permitted.
• Denim is not permitted. Black tracksuit pants are permitted according to the weather.
• The student uniform, including details and places of purchase, will be published in the parent handbook at the start of each school year.
• The Principal will be responsible for the implementation of the uniform policy. Parents seeking exemptions to the uniform due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the Principal.

Social Resilience

Charleville State School works to ensure that at all times we work towards skilling students to be confident, resilient and strong citizens. As a part of our commitment to ensuring students have the confidence to stand up for themselves in appropriate ways, we utilise a three step program called ‘Stop, Walk, Talk’.

The program works as follows:

1. STOP
The stop word at Charleville State School is “STOP!” - The stop physical action is a hand held straight in front of you with a firm, straight arm.

2. WALK
Sometimes, even when student tell others to “stop”, problem behaviours will continue. When this happens, students are to “walk away” from the problem behaviour.

3. TALK (Report problems to an adult)
Teach students that even when they use “stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “talk” to an adult.
Internet and Electronic Device Policy

Today’s students live in a digital world and our school is committed to providing educational activities that enable your student to succeed in this digital world. Education Queensland is committed to integrating use of Information and Communication Technologies (ICTs) into all subject areas and providing a level of access to these technologies throughout schools. To provide this access, the school requires caregiver permission to allow your student to use the school ICT network (including the Internet). It is important that both you and your student understand the responsibilities of students, caregivers, and the school when using the school ICT devices and facilities.

Student Responsibilities:

It is acceptable for students to use school ICT devices and facilities for:

- class work and assignments set by teachers;
- developing literacy, communication and information skills;
- authoring text, artwork, audio and visual material for publication on the Intranet, solely for educational purposes as supervised and approved by the school;
- conducting research for school activities and projects;
- communicating with other students, teachers, parents or experts in relation to school work;
- access to online references such as dictionaries, encyclopaedias, etc.

It is unacceptable for students to:

- download, distribute or publish offensive messages or pictures;
- use obscene or abusive language to harass, insult or attack others;
- deliberately waste printing and Internet resources;
- damage or disrupt computers, printers or the network equipment;
- violate copyright laws, which includes plagiarism and music;
- use unsupervised internet chat;
- use online e-mail services (e.g. hotmail);
- send chain letters or Spam e-mail (junk mail);
- divulge personal information (e.g. name, parent’s name, address), via the internet or email, to unknown people;
- give their username and password to another student;
- use another student or staff member’s username or password to access the school’s network, including trespassing in another person’s files, home drive or e-mail;
- access non-educational games or activities;
- use computers or other devices to capture inappropriate images or video;
- use computers or other devices to share inappropriate captured images or videos.
- post derogatory statements/material about the school, staff, students on social media even in their own time

Targeted behaviour support

Some students at Charleville State School are identified, through our use of data, as needing some additional targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Charleville State School works collaboratively with parents and the student whose behaviour may put their own learning and social success at risk in order to find a successful solution. Students are identified who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher. The team may consist of student, parent, teacher, other support staff and Principal if required. Strategies used for
targeted behaviour support could include:

- Curriculum adjustments
- Reinforcement of verbal and non-verbal cues
- Increased attention from teacher, staff and administration
- Increased communication with the parents/caregivers
- Targeted behaviour support which includes positive/encouraging communication
- Gradual Re-entry, or Supported Internal School Supervision
- Social skills training
- Guidance Officer support

Students whose behaviour does not improve after participation in the above process or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support**

Charleville 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 need comprehensive systems of support. The Principal/Deputy Principal/HOSES work with other staff members to develop appropriate behaviour support strategies.

This is done through a referral process through the Students Support Committee. Following referral, the Principal / DP contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team may also include individuals from other agencies already working with the student and their family and district-based support staff such as AVT’s, Speech Pathologists and Occupational Therapists.

Students at this level may have intervention and plans that include:

- Managed Attendance
- Crisis Management Plans
- Individual Behaviour Support Plans

5. **Emergency responses or critical incidents**

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

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

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

**Basic defusing strategies**

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

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

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

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

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

**Physical Intervention**
Staff may make legitimate use of physical intervention 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 Charleville State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.
Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- OneSchool incident report
- MyHR Workplace Health and Safety incident report

6. **Consequences for unacceptable behaviour**

Charleville 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 OneSchool behaviour incident record is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

**Table of possible consequences**
Please see Appendix B for a full list of potential behaviours and possible consequences. This list is not exhaustive and at all times consequences will be at the discretion of the Principal and/or Deputy Principal, unless otherwise determined by Education Queensland policy or direction.

**Extra-Curricular Activities**

There may be occasions where the inappropriate behaviour of students warrants exclusion from activities permanently, or on a temporary basis. These activities may include, but are not limited to:

- Representative Sports (District, Region or State)
- Active After School
- Homework Clubs
- Excursions (that are not linked to student assessment)
- School Camps

Students who have displayed three or more Major Behaviours in one term, or who have been suspended may be excluded from the above activities. Students’ individual circumstances will be considered if they are being considered for exclusion for the above activities. These decisions are made at the Principal’s discretion.

7. **Network of student support**

Students, by necessity, are at the core of thinking at Charleville State School. To ensure that all students are supported throughout their time at Charleville SS, a range of supportive structures and networks that can assist students; both internally and externally.

**Internal support networks**

- Staff
- Guidance Officer
- Advisory Visiting Teachers (especially AVT: Behaviour Support)
- Health and wellbeing specialists (EG: Occupational Therapists, Speech Therapists)
- Learning support specialists (EG: Head of Special Education Services, SWD teachers, Support
External support networks
- Queensland Health
- Lifeline (Family counselling, Individual counselling)
- Kids Helpline

8. Consideration of individual circumstances

To ensure alignment with the Code of Student 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. Charleville 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 of Student Behaviour 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 and 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.

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 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
11. **Some related resources**

- Beyond Blue – [www.beyondblue.org.au](http://www.beyondblue.org.au) 1300 22 4636

Date effective:

from October 2013 to December 2017
## APPENDIX A – SWPBS Rules Matrix

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<thead>
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<th>All Settings</th>
<th>Before School</th>
<th>Breakfast Club</th>
<th>Class Room</th>
<th>Outdoor Areas</th>
<th>Toilets</th>
<th>Transition/Lining Up</th>
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<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Report dangers</td>
<td>Report dangers</td>
<td>Sit to eat</td>
<td>No Hat – No Sun</td>
<td>Toilet Business</td>
<td>Leave promptly</td>
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<td>Ask permission to leave</td>
<td>Ask permission to leave</td>
<td>Leave it clean</td>
<td>Play by the book</td>
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<td>Use equipment</td>
<td>Stay at the COLA</td>
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<td><strong>Be Respectful</strong></td>
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<td>Ask permission to leave</td>
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<td>Hands up</td>
<td>Toilet Business</td>
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<td>Follow staff</td>
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<td>Stay on task</td>
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<td>Use your manners</td>
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<td><strong>Be Responsible</strong></td>
<td>Return property</td>
<td>Return your plates</td>
<td>Hands up</td>
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<td>Toilet Business</td>
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### APPENDIX B – Minor/Serious Behaviours and Possible Consequences

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<th>Minor misdemeanours/inappropriate behaviours and possible responses</th>
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</table>

Teachers manage the expectations of behaviours in the first instance. Where the inappropriate behaviour persists or students fail to follow consequences outlined by their teacher, the matter becomes a serious misdemeanour and will be dealt with by the P/DP as a case of persistent and wilful disobedience.

<table>
<thead>
<tr>
<th>Inappropriate behaviours</th>
<th>Possible response</th>
</tr>
</thead>
</table>

#### Respect for persons
- Class disruption e.g. talking, calling out
- Arriving late to class
- Lack of courtesy and respect to fellow students e.g. name calling, 'put downs'
- Use of inappropriate language

- Teacher strategies used and recorded
- Parent contacted
- Refer to DP/P

#### Respect for school and self
- Failure to wear the uniform correctly
- Non-approved jewellery
- Writing/art work on skin
- Littering
- Being in an out of bounds area
- Bringing the school’s name into disrepute (untidy appearance/poor behaviour outside of school)

- Student completes school contribution in own time
- Failure to complete school contribution is referred to the DP/P
- Teacher to make decision on seriousness of offence and employ suitable strategies.

#### Responsibility
- Uncooperative behaviour
- Disobeying a reasonable request
- Class disruption
- Truancy from class (but not leaving school grounds)
- Late for class
- Failure to bring necessary materials
- Homework not completed or attempted
- Failure to follow workplace health and safety guidelines
- Silly behaviour that may cause an accident

- Teacher strategies used and recorded
- Parent contact
- Refer to DP/P
- Refer to DP/P
- Students to make up time with classroom teacher/DP/P
- Repeat offence refer to DP/P
- Teacher strategies used and recorded
- Parent contact
- Teacher to make decision on seriousness of offence and employ suitable strategies.
### Serious misdemeanours/inappropriate behaviours and possible responses

DP or the Principal manage serious misdemeanours/inappropriate behaviours.

Parent contact will be made in all but exceptional circumstances. Individual circumstances are considered in each case.

<table>
<thead>
<tr>
<th>Inappropriate behaviours</th>
<th>Possible response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect for persons</strong></td>
<td></td>
</tr>
<tr>
<td>o Harassment of a staff member – verbal, physical, sexual, cyber</td>
<td>o Immediate referral to DP</td>
</tr>
<tr>
<td>o Harassment of a fellow student – verbal, physical, sexual, cyber</td>
<td>o Suspension (1-5, 6-20 day depending on seriousness)</td>
</tr>
<tr>
<td></td>
<td>o Exclusion considered for repeated offending or very serious incidents</td>
</tr>
<tr>
<td></td>
<td>o Referral to QPS as required</td>
</tr>
<tr>
<td></td>
<td>o Possible restorative practice</td>
</tr>
<tr>
<td><strong>Respect for school and self</strong></td>
<td></td>
</tr>
<tr>
<td>o Vandalism to either school or personal property</td>
<td>o Immediate referral to a DP</td>
</tr>
<tr>
<td>o Theft – stealing of school or personal property</td>
<td>o Restitution of stolen/damaged goods to be negotiated (name/incident recorded in register)</td>
</tr>
<tr>
<td>o Smoking – including possession of tobacco, papers, matches, lighter etc. and includes the act of smoking or being in the company of others who are smoking.</td>
<td>o Referral to QPS as required</td>
</tr>
<tr>
<td></td>
<td>o School disciplinary absence depending on seriousness of offence (1-5 or 6-20 day suspension)</td>
</tr>
<tr>
<td></td>
<td>o Referral to nurse</td>
</tr>
<tr>
<td></td>
<td>o Possible restorative practice</td>
</tr>
<tr>
<td></td>
<td>o Persistent offending may result in exclusion</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>o Persistent classroom disruption</td>
<td>o Referral to DP/Principal</td>
</tr>
<tr>
<td>o Persistent and wilful disobedience</td>
<td>o School contributions in student own time</td>
</tr>
<tr>
<td>o Persistent failure to assist in providing a safe and supportive school environment.</td>
<td>o Possible restorative practice</td>
</tr>
<tr>
<td>o Truancy from school grounds</td>
<td>o Class withdrawal</td>
</tr>
<tr>
<td>o Persistent failure to arrive at class on time</td>
<td>o Suspension (1-5, 6-20 day depending on seriousness)</td>
</tr>
<tr>
<td>o Persistent failure to bring essential learning materials</td>
<td>o Referral to DP</td>
</tr>
<tr>
<td>o Persistent failure to complete homework, assignment etc.</td>
<td>o Suspension 1-5, 6-20 day depending on seriousness of offence</td>
</tr>
<tr>
<td>o Possession and/or use of illegal substances (alcohol, drugs) on school property or any school related activity, or whilst representing the school.</td>
<td>o Student monitoring via daily/weekly monitoring sheets</td>
</tr>
<tr>
<td>o Supply of illegal substances</td>
<td>o Possible restorative practice</td>
</tr>
<tr>
<td></td>
<td>o School contribution in student own time</td>
</tr>
<tr>
<td></td>
<td>o Referral to DP/Principal</td>
</tr>
<tr>
<td></td>
<td>o Immediate suspension – 20 days/recommendation to exclude</td>
</tr>
<tr>
<td></td>
<td>o Referral to QPS</td>
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<tr>
<td></td>
<td>o Referral to support agency</td>
</tr>
<tr>
<td>Possession and/or use of a dangerous object</td>
<td>Referral to DP/Principal</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Bringing, showing and/or distribution of inappropriate material (i.e. pornography/profane websites or images)</td>
<td>Immediate suspension with recommendation to exclude</td>
</tr>
<tr>
<td>Capturing, forwarding and/or posting on the internet unapproved school images</td>
<td>Referral to QPS</td>
</tr>
<tr>
<td></td>
<td>Referral to DP/Principal</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
</tr>
<tr>
<td></td>
<td>QPS may be contacted in some circumstances</td>
</tr>
<tr>
<td></td>
<td>Referral to DP/Principal</td>
</tr>
<tr>
<td></td>
<td>Suspension and/or recommendation to exclude</td>
</tr>
<tr>
<td></td>
<td>Referral to QPS</td>
</tr>
</tbody>
</table>
### APPENDIX C – Behaviour Continuum

<table>
<thead>
<tr>
<th>Charleville State School Behaviour Continuum</th>
<th>Universal Prevention and Support</th>
<th>In Situ Support</th>
<th>Targeted Level Support</th>
<th>Targeted / Intensive</th>
<th>Intensive Level Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorded on Class data sheet</td>
<td>RECORDED ON ONESCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Minor Staff managed

**Definition Guideline**

All inappropriate behaviour which it is reasonable to expect individual staff members to manage.

**Indirect Physical/Verbal Aggression**

- Indirect swearing e.g. upset or in general conversation
- Indirect but inappropriate physical contact e.g. pushing and shoving on line / in play etc.

**Disruptive Behaviours**

- Roaming around the class area
- Back chatting & arguing
- Calling out
- Talking over the staff member
- Noise making

**Bullying/Harassment**

- E.g. teasing and put downs which are relevant to age development and which are core learning opportunities

**Non-Compliance**

- Refusal to enter class area / classroom
- Refusal to sit in designated area/s Not following teacher instruction e.g. work, redirection
- Not following teacher direction
- Leaving class area e.g. classroom or P.E. area

**Minor Property Damage**

- Low level vandalism e.g. scratching furniture / breaking small items

**Persistent Minor Staff/Colleague Managed**

**Definition Guideline**

Persistent staff/classroom managed behaviours for which current classroom strategies are not effective. Referral for support to Colleague, Buddy class use, Coach, AVT etc.

**Persistent Minor Behaviours**

- i.e. any ‘Staff/Classroom Managed’ behaviours which have been addressed by teachers using a range of effective teaching strategies, pedagogy assessment and adjustments etc. which are still occurring and causing disruption to learning.

**May also include:**

- Skipping classes
- Bullying & harassment – continued targeted verbal teasing & gossip
- Defiance towards staff
- Disruptive talking / echoing comments
- Use of personal technology at school e.g. iPads, iPods, mobiles etc.
- Cheating / copying work
- Repeated/continuous disruptive behaviours detrimental to learning

**Direct & Intentional Physical Aggression**

- Physical attack on staff
- Inappropriate sexual behaviour
- Threatening body language or proximity
- Slapping, scratching
- Malicious damage of school property

**Direct & Intentional Verbal Aggression**

- Verbal threats to staff
- Bullying & harassment via technology e.g. internet & phone

**Bullying & Harassment**

- Verbal threats to others
- Racist comments

**Physical/Verbal Misconduct**

- Physical threats to others
- Bus misconduct
- Direct physical aggression to others or self
- Direct swearing at another student
- Direct swearing at a staff member

**Property damage & misuse**

- Malicious damage of others’ property

**Technology Violations**

- Using technology inappropriately e.g. photographing, videoing, accessing blocked websites.

**Parental contact**

- Parental contact must be made
APPENDIX D - Positive Postcards

Just a note to say...

Dear Mrs Smith,

Johnny has had a great week, and has shown pleasing improvement with his reading. Thanks for ensuring he is reading at home.

Thanks, Mrs Brown.
APPENDIX E – Office Referrals/Gotchas
APPENDIX F – Weekly Awards
APPENDIX G – Intensive Support Flowchart

Need Identified at School Level

Individual Student Support

Whole School / Individual Teacher Support referral sent to Hub Team Leader

Referral to School Based Support Team

Access to funds: ESP / SWD etc

Acknowledgement by Team Leader BST appointed to work with school

School processes put into place, (assessment / planning / pedagogy and intervention strategies), to address need as per school’s Responsible Behaviour Plan and Inclusive Ed

Referral to BST for targeted Student Support

BST identifies Whole School or Teacher Supports

Acknowledge of receipt and BST case manager appointed

Develop Referral Action Plan BST or SWPBS team deliver / model / coaches identified PD needs Eg. SWPBS / ESCM / BBBL / Profiling / Peer Skills / Understanding Poverty / Classroom Behaviour Support Plans / resources etc

Review and Monitor

Background information and current intensified classroom / small group supports collated

Develop Action Plan – revise as necessary

Need Identified at School Level
Data collation and analysis, professional discussions
*Individual Student Summary*

Case meetings held to develop
Targeted Interventions (classroom and small group interventions.
Deliver / model / coach

Continue to review and
monitor

Intensive intervention
supports required

Conference - all stakeholders.
FBA undertaken
Behaviour Support Program developed
Deliver / model / coach.
Monitor / review and feedback to stakeholders.

**Successful outcome.** Continue to monitor

BST recommends application for
Behaviour Support Funds.
*AEP Funds Request*

School to review periodically

Completion of BST support

**Recommendation to PLC /**
alternative programs, where possible.
Transition Plan developed

Transition Plan reviewed and
re-integration

Continue to review and
monitor

Direct Referral
ARD / PEO-SS

Page 23
BE AN ACTIVE LEARNER

What were you doing that wasn’t being AN ACTIVE LEARNER? ____________________

__________________________________________________________________________

Do you know a better way to be AN ACTIVE LEARNER?  YES   NO

List 3 things that you could do next time to be AN ACTIVE LEARNER

1. __________________________________________
2. __________________________________________
3. __________________________________________

Do you think you could do these things by yourself or does someone need to help you?

__________________________________________________________________________

How has your behaviour affected others? ______________________________________

__________________________________________________________________________

How can you make up for what you have done? _________________________________

__________________________________________________________________________

Who has been affected and what can be done to make it better? ___________________

__________________________________________________________________________

Teacher:      Parent:      Student:      Deputy/Principal:      

Office use:  Outcomes: Recommendations: Notes
BE RESPECTFUL

What were you doing that wasn’t RESPECTFUL? _______________________________

Do you know a better way to be RESPECTFUL  YES  NO

List 3 things that you could do next time to be RESPECTFUL

1._________________________________________
2._________________________________________
3._________________________________________

Do you think you could do these things by yourself or does someone need to help you?  
___________________________________________________________________

How has your behaviour affected others? ____________________________________

___________________________________________________________________

How can you make up for what you have done? ________________________________

___________________________________________________________________

Who has been affected and what can be done to make it better? ________________

___________________________________________________________________

Teacher:  Parent:  Student:  Deputy/Principal:

Office use - Outcomes : Recommendations : Notes
BE RESPONSIBLE

What were you doing that wasn’t RESPONSIBLE? _____________________________

Do you know a better way to be RESPONSIBLE  YES   NO

List 3 things that you could do next time to be RESPONSIBLE

1. ______________________________________
2. ______________________________________
3. ______________________________________

Do you think you could do these things by yourself or does someone need to help you?
________________________________________________________________________

How has your behaviour affected others? _____________________________

________________________________________________________________________

How can you make up for what you have done? _____________________________

________________________________________________________________________

Who has been affected and what can be done to make it better? ______________

________________________________________________________________________

Teacher: _____________________________  Parent: _____________________________
Student: _____________________________  Deputy/Principal: _____________________________

Office use: Outcomes: Recommendations: Notes
BE SAFE

What were you doing that wasn’t SAFE? ________________________________

Do you know a better way to be SAFE YES NO

List 3 things that you could do next time to be SAFE

1. ______________________________________
2. ______________________________________
3. ______________________________________

Do you think you could do these things by yourself or does someone need to help you?

___________________________________________________________________

How has your behaviour affected others? ________________________________

___________________________________________________________________

How can you make up for what you have done? __________________________

___________________________________________________________________

Who has been affected and what can be done to make it better? ______________

___________________________________________________________________

Teacher: Parent: Student: Deputy/Principal:

Office use - Outcomes : Recommendations : Notes