

Glenella



State
School

2018 – 2020

Responsible Behaviour Plan for Students

Based on The Code of School Behaviour

1. Purpose

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

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

We strive to provide a learning environment where all students have a right to reach their potential, developing a sense of self-worth and self-discipline. It is recognised that all members of our school community are responsible for their own behaviour and this contributes to a safe, supportive environment in which effective teaching and worthwhile student learning can occur.

This plan aims to ensure that students can come to school to learn, teachers to teach, and parents to be part of a co-operative effort to ensure learning outcomes (educational, emotional, social and physical) occur for every child to the best of their abilities.

2. Consultation and data review

Glenella State School developed this plan in collaboration with our school community. Consultation with the major stakeholders; parents, students and staff took place as part of this process via P&C Meetings, Staff Meetings, Newsletter etc. A review of school data relating to behaviour incidents and issues also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C Association and the Assistant Regional Director (School Improvement) in October 2012 and will be reviewed in three year's time as required in legislation.

3. Learning and behaviour statement

At Glenella State School 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 outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. From this, shared expectations for student behaviour are clear to everyone, which assists Glenella 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:

- **Always Be Safe**
- **Always Be a Learner**
- **Always Be Respectful**

Our school rules have been agreed upon and endorsed by all staff and our school P&C Association. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

At Glenella State School we believe:

- That everyone in the school community has a fundamental set of Rights and Responsibilities – refer to *Appendix 1*.
- That appropriate Behaviour, Manners and Respect help us to:
 - Adhere to the school behaviour expectations and accept responsibility for our own actions, i.e. we try our best at all times.
 - Ensure we are in the right place, doing the right thing, at the right time.
 - Speak appropriately to all members of the school community.
 - Be truthful and honest.
 - Demonstrate self-respect, i.e. show pride in our work, our school & community and be properly dressed and equipped for each day at school.
 - Treat all people with respect, i.e. be kind, courteous and co-operative.

To achieve these beliefs, it is imperative that all members of our school community (students, staff, parents / carers, visitors) co-operate and demonstrate mutual respect and are responsible for their own actions.

Before and After School Expectations at Glenella State School:

- There is no formal playground supervision before or after school hours, i.e. before 8:45am or after 3:00pm. Therefore parents are advised that no children (including children under school age) are allowed to play in the school grounds or on school play equipment before or after school.
- Therefore there is no need for students to arrive at school before 8:30am in preparation for our 8:45am start to the school day. Students who arrive at school before 8:30am are to assemble in the Undercover Area where they are expected to sit quietly. At 8:30am a bell rings to allow all students to walk to their classrooms to prepare for the day's lessons and complete any unfinished activities. The time from 8:30am to 8:45am should not be regarded as a 'play' period and as such students should not be roaming around the school.

Safety To and From Glenella State School:

- Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Therefore students can be disciplined according to our Responsible Behaviour Plan for Students for their behaviour when travelling to or from school.

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

Universal behaviour support

Our whole school approach to behaviour management provides a supportive learning environment, which includes:

- All members of the school community feeling safe and valued.
- All members of the school community being treated fairly and without prejudice.
- All members of the school community modelling non-violent, non-coercive and non-discriminatory language and practices.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Glenella 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.

The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

| SCHOOLWIDE EXPECTATIONS TEACHING MATRIX | | | | | | |
|---|---|--|--|--|---|--|
| | ALL AREAS OF SCHOOL | CLASSROOMS | EATING AREA | PLAYGROUND | TOILETS | OTHER AREAS |
| ALWAYS BE SAFE | <ul style="list-style-type: none"> ▪ Respect others' personal space and property. ▪ Care for equipment ▪ Clean up after yourself. ▪ Use polite language. ▪ Wait your turn. | <ul style="list-style-type: none"> ▪ Raise your hand to speak. ▪ Respect others' right to learn. ▪ Talk in turns ▪ Be a good listener. | <ul style="list-style-type: none"> ▪ Sit down during eating time. ▪ Always walk. ▪ Eat only your own food. ▪ Return your lunch box to your school bag to take home daily. | <ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow game rules. ▪ Care for the grounds and the play equipment. ▪ Hands and feet to yourself at all times. ▪ Always wear a wide brimmed hat. | <ul style="list-style-type: none"> ▪ Wash hands. ▪ Use toilets appropriately. ▪ Walk in toilet areas. ▪ Toilets are not play areas. | <ul style="list-style-type: none"> ▪ Walk, not run, on the cement. ▪ Keep walkways clear. ▪ All play stops as soon as the bell rings at the end of breaks. ▪ Follow adult instructions when waiting to be picked up or crossing roads. |
| ALWAYS BE A LEARNER | <ul style="list-style-type: none"> ▪ Ask permission to leave the classroom. ▪ Be on time. ▪ Be in the right place at the right time. ▪ Follow instructions straight away. | <ul style="list-style-type: none"> ▪ Be prepared. ▪ Complete set tasks. ▪ Take an active role in classroom activities. ▪ Keep work space tidy. ▪ Be honest. | <ul style="list-style-type: none"> ▪ Eat healthy food. ▪ Eat fresh food first. | <ul style="list-style-type: none"> ▪ Be a problem solver. ▪ Return equipment to appropriate place. ▪ Learn new games. ▪ Learn to rules to games. | <ul style="list-style-type: none"> ▪ Remember to go to the toilet at the correct time. ▪ Return promptly to class. | <ul style="list-style-type: none"> ▪ Walk sensibly. ▪ Learn to keep to the left so groups can passé each other. ▪ Follow adult instructions. |
| ALWAYS BE RESPECTFUL | <ul style="list-style-type: none"> ▪ Use equipment appropriately. ▪ Keep hands, feet and objects to yourself. | <ul style="list-style-type: none"> ▪ Walk. ▪ Sit still. ▪ Enter and exit room in an orderly manner. | <ul style="list-style-type: none"> ▪ Take responsibility for your own lunch, rubbish and belongings. ▪ Speak quietly and appropriately to each other. ▪ Listen to staff instructions. | <ul style="list-style-type: none"> ▪ Participate in school approved games. ▪ Wear shoes and socks at all times. ▪ Be sun safe; wear a wide brimmed hat. | <ul style="list-style-type: none"> ▪ Respect privacy of others. | <ul style="list-style-type: none"> ▪ Move quietly to respect other learners. ▪ Be punctual. ▪ Walk around, not through, adults who are speaking to each other. |

These expectations are communicated to students via a number of strategies including:

- Upon student enrolment at Glenella State School.
- Behaviour lessons conducted by classroom teachers.
- Individual student Behaviour Support Plans for students with high behaviour needs.
- Reinforcement of learning from behaviour lessons via:
 - School Assemblies.
 - During active supervision by staff during classroom and non-classroom activities.
 - School Newsletter.
 - Relief staff being aware of our Responsible Behaviour Plan for Students.

Glenella State School acknowledges Policy on:

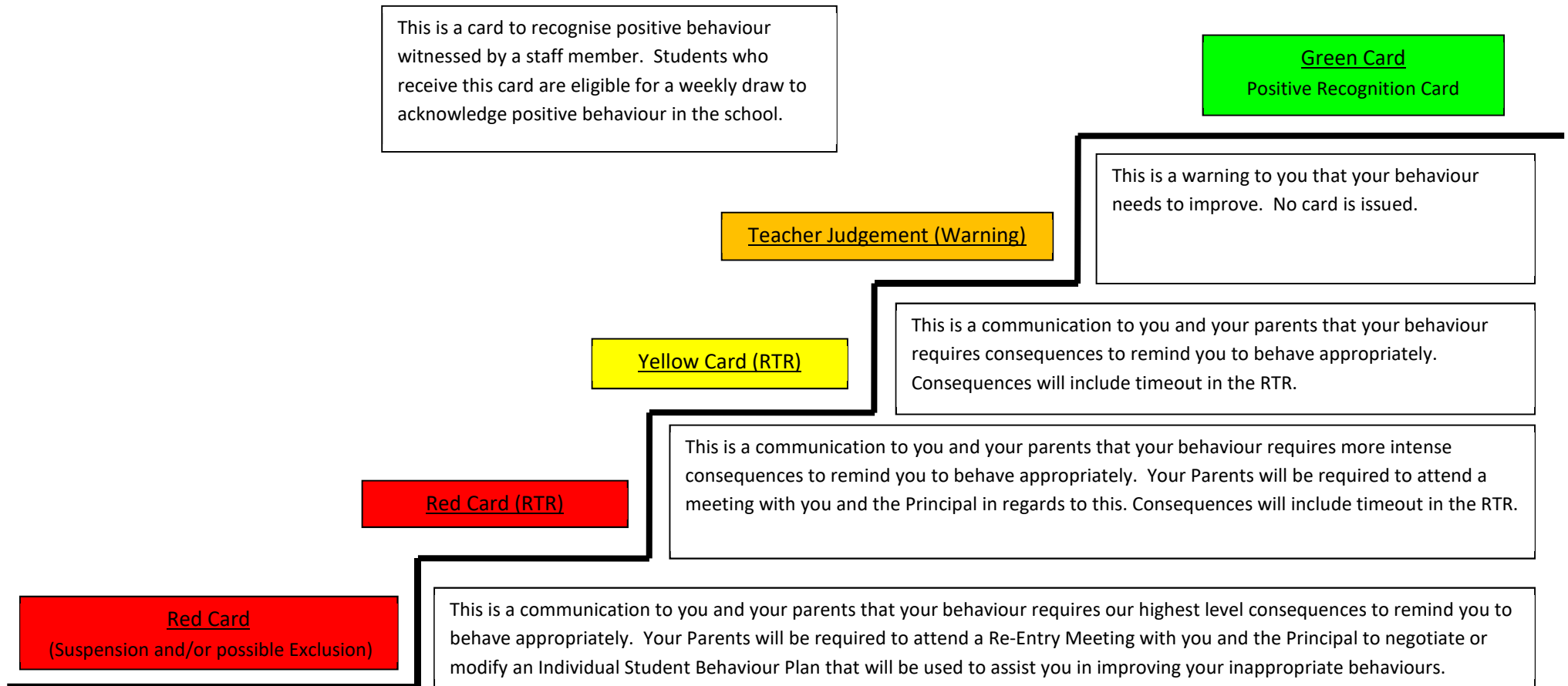
- The Use of Personal Technology Devices at School – refer to *Appendix 2*.
- Procedures for Preventing and Responding to Incidents of Bullying (including Cyber Bullying) – refer to *Appendix 3a, 3b and 3c*.
- Working Together to Keep Glenella State School Safe (information on and consequences for having knives at school) – refer to *Appendix 4a and 4b*.

Glenella State School uses a whole school levelled approach to monitoring student behaviour. This approach shapes, supports and recognises appropriate and inappropriate behaviours by all students. The vast majority of students at Glenella State School display appropriate and responsible behaviour – these students require little, if any, additional support to follow school rules and demonstrate appropriate social behaviours. Some students may occasionally need additional targeted support, specific adjustments or program intervention. On rare occasions students may need more intensive support and/or flexible learning options to assist them to continue their learning. All students begin each of the four school Terms on Level 1 Behaviour which we refer to as meeting appropriate school behavioural expectations. Students receive recognition for being at this level in a number of ways. Students may move to Warning Level or beyond during a school Term if their behaviour is deemed inappropriate by the school Principal. The 'Behaviour Levels at a Glance' explanation below outlines how students may move between behaviour levels.

To promote continued positive behaviour by students at Glenella State School, a range of proactive strategies have been enacted within the school including:

- Positive Recognition Cards – Student is recognised for positive behaviour and are eligible for the weekly draw re positive school behaviour.
- Verbal approval – Student effort is recognised and acknowledged, both privately and publicly, as is appropriate for the situation.
- Parental contact – Parents are notified so that they can share in our pride when students perform or behave creditably.
- Privileges – Students who consistently demonstrate their acceptance of self-discipline and responsibility, are extended opportunities to involve themselves in extra curricular (e.g. school sporting teams), co-curricular (e.g. excursions, school camps) and/or recreational (e.g. school discos, dances etc.) activities.
- Awards – Individuals are accorded special recognition via the presentation of classroom or school awards (e.g. Student of the Week). Various communication channels publicly recognise positive student contributions to our school community.
- Classroom incentive programs, e.g. Class Dojo <http://www.classdojo.com/>
- Rewards Day – At the end of each term, all students who have behaved in an appropriate manner are involved in Rewards Day Activities in recognition of their consistent good behaviour.

Glenella SS - Behaviour Levels at a Glance



For more detailed information on the 'Behaviour Levels' refer to *Appendix 5*.

Glenella State School runs curriculum programs within classrooms via the Whole-School Curriculum Plan. These curriculum programs are differentiated to cater for individual student learning needs including students identified with learning difficulties, special needs and gifts or talents.

Glenella State School acknowledges that effectively managing student behaviour requires a range of provisions that includes fair and just practices as consequences for breaches of this Responsible Behaviour Plan for Students. Positive social outcomes are achieved for students when families support the schools behaviour management practices. A supportive home-school relationship provides students with a powerful message about the need for good behaviour within our school.

Targeted behaviour support:

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and focuses on teaching children to make responsible behaviour choices.

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

Our preferred way of re-directing low-level problem behaviour is to ask students 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.

Each year a small number of students at Glenella State School are identified through our data as needing a little bit extra in the way of 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.

Some students attend their scheduled classes and their activities are appropriately adjusted as required. However, these students may have increased daily opportunities to receive positive contact with adults, additional support from school staff and increased opportunities to receive positive reinforcement. When required, adjustments are made to their learning programs in a variety of ways, e.g. through academic support, adult mentoring or intensive social skills training etc.

Each year staff members are provided with relevant professional development based on an overview of our school's Responsible Behaviour Plan for Students, including responsibilities around the successful implementation of this plan, i.e. referral and response processes, reporting responsibilities, along with special support provisions for individual students.

Students whose behaviour does not improve after this level of behaviour support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support:

Glenella State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support. If required, the Principal may form an *Intensive Behaviour Support Team*, who works to achieve continuity and consistency for individual students and students generally by:

- Working with other staff members to develop appropriate behaviour support strategies.
- Monitoring the impact of support for individual students through continuous data collection in a variety of forms, i.e. anecdotal, observational etc
- Making academic and social program adjustments as required for the student.

Members of the *Intensive Behaviour Support Team* typically may include the Principal, Curriculum Co-ordinator, Support Teacher: Literacy and Numeracy, Guidance Officer, staff from Mackay Student Support Services and a variety of community based External Agencies.

Where necessary student disciplinary absences (SDA's), including Suspensions and Exclusions, will be used after consideration has been given to all other responses. In line with the EQ policy 'Safe, Supportive and Disciplined School Environment', the school will ensure the continuity of educational programs for student as follows:

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

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 involve staff:

- Avoiding an escalation of 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).

- Maintaining calmness, respect and detachment

(Model the behaviour for 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).

- Approaching 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 co-operation, withdraw if the situation escalates).

- Following 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).

- Debriefing

(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.
- Deliberately engaging in property destruction.
- Wilfully and persistently engaging in school disruption that negatively impacts on other students' right to learn or teachers' right to teach.

Appropriate physical intervention may be used to ensure that our 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 need to investigate the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Refusal to comply when consequences only impacts on the offender.
- 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. It is recommended that this be recorded as part of the OneSchool behaviour incident report related to the specific student incident.

6. Consequences for unacceptable behaviour

Glenella State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an on-going 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 combination of Responsible Behaviour Cards, OneSchool behaviour incident reports and positive behaviour records along with a database of behaviour warnings is used to record all minor and major problem behaviour. The Principal monitors behaviour reports and takes a student's past behaviour history into account when determining appropriate consequences.

Parents have the right, and indeed a responsibility, to represent their children's interests. However, this must be done in a reasonable and positive manner. Parents who cannot comply with this will be dealt with under the Education Act and may be directed to leave the school for certain periods of time. When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to the expected school behaviour. One method that staff members might use to achieve this is to have students articulate the relevant expected school behaviour, explain how their behaviour differs from the expected school behaviour, describe the likely consequences if the problem behaviour continues and identify what they will do to change their behaviour in line with expected school behaviour. Should a problem behaviour be repeated, the staff members may not repeat the discussion / explanation process but simply remind the student of the consequences of their problem behaviour.

To assist staff members to determine the seriousness of problem behaviours and in turn report on them consistently in OneSchool, the following table outlines examples of major and minor problems – this is not meant to be a complete or comprehensive listing of such behaviours but is rather a guide to behaviours likely to be encountered.

| | AREA | MINOR | MAJOR |
|------------|------------------------|--|---|
| BEING SAFE | Movement Around School | <ul style="list-style-type: none"> Running on cement, stairs or around buildings. Not walking bike in school grounds. | <ul style="list-style-type: none"> Climbing trees. Riding skateboards or scooters in school grounds. Leaving the classroom / learning activity or school without permission. |
| | Play | <ul style="list-style-type: none"> Incorrect use of equipment. Not playing school approved games. Playing in toilets. | <ul style="list-style-type: none"> Throwing objects. Possession of weapons. Wilfully engaging in unsafe practices. |
| | Physical Contact | <ul style="list-style-type: none"> Minor physical contact, e.g. pushing and/or shoving. | <ul style="list-style-type: none"> Physical violence / aggression, e.g. hitting and kicking. Fighting. |
| | Correct Uniform | <ul style="list-style-type: none"> Not wearing a wide brimmed hat in the playground. Not wearing shoes. | <ul style="list-style-type: none"> Wilful failure to comply with the schools agreed dress code. |
| | Other | <ul style="list-style-type: none"> Possession of inappropriate substances, e.g. cigarettes. | <ul style="list-style-type: none"> Substance abuse, e.g. smoking. Possession or selling of prescription or illegal drugs. |

| | AREA | MINOR | MAJOR |
|-----------------|--|---|---|
| BEING A LEARNER | Class Tasks | <ul style="list-style-type: none"> Not attempting or not completing set learning tasks that are at an appropriate ability level for the students. Not attempting or not completing classwork or homework that is at an appropriate ability level for the student. | <ul style="list-style-type: none"> Persistent refusal to complete tasks, especially when given an opportunity to complete work during break times. Consistently not completing homework. |
| | Being in the Right Place | <ul style="list-style-type: none"> Not being punctual, e.g. lateness to school and/or after breaks etc. Not in the right place at the right time. | <ul style="list-style-type: none"> Leaving class without permission, i.e. being out of sight. Leaving school without permission. Truancy. Deliberately late to class. |
| | Follow Instructions | <ul style="list-style-type: none"> Low intensity failure to respond to adult request. Non-compliance. Unco-operative behaviour. | <ul style="list-style-type: none"> Challenging authority, e.g. saying 'no' when given instruction or direction. Wilful and/or persistent disobedience. |
| | Accept Outcomes for Behaviour | <ul style="list-style-type: none"> Forgetting required materials. Minor dishonesty (no major consequences). | <ul style="list-style-type: none"> Wilfully not having required materials at school. Major dishonesty (deliberate lies). |
| | Mobile Phone & Other Personal Technology Devices | <ul style="list-style-type: none"> In possession of mobile phone etc. Mobile phone switched on in any part of the school at any time without authorisation, i.e. no permission from an authorised staff member. | <ul style="list-style-type: none"> Use of mobile phone etc in any part of the school for voicemail, email, text messaging or filming purposes without authorisation. Inappropriate use of computer software, e.g. Facebook etc to abuse, denigrate or insult staff, students or our school. |

| | AREA | MINOR | MAJOR |
|------------------|----------|---|---|
| BEING RESPECTFUL | Language | <ul style="list-style-type: none"> Inappropriate language (written or verbal). Disruption of classes, e.g. calling out etc. Poor attitude. Insolence to staff and other adults, e.g. disrespectful tone of voice. | <ul style="list-style-type: none"> Inappropriate language and/or threats, e.g. swearing, name calling, offensive language, racial comments etc. Aggressive language, verbal harassment. Bullying, 'put downs'. Verbal abuse / directed profanity. Sexual or racial harassment. |
| | Property | <ul style="list-style-type: none"> Petty theft. Lack of care for the environment. Defacing property, minor vandalism. | <ul style="list-style-type: none"> Deliberate theft (stealing). Wilful damage to school property and/or damage to others property. Deliberate vandalism. |
| | Other | <ul style="list-style-type: none"> Littering. Not playing fairly. Minor disruption to class. Minor defiance – time delay before complying with requests/directions after appropriate support has been provided. Minor bullying / harassment. | <ul style="list-style-type: none"> Deliberate 'trashing' of the school. Major or repeated bullying. Intimidating behaviour / harassment. Major disruption to class. Blatant disrespect. Major defiance. Offences against morality – sexual behaviour. Intimidating physical contact, e.g. hugging, kissing etc. |

7. Network of student support

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

- Parents.
- Teachers.
- Support Staff.
- School Chaplain.
- Administration Staff.
- Guidance Officer (GO).
- Advisory Visiting Teachers (AVT's).
- Guidance Officer Intensive Behaviour Support (GOIBS).
- Senior Guidance Officer.

Support is also available through the following External Government & Community Agencies:

- Disability Services Queensland.
- Child Youth Mental Health.
- Queensland Health.
- Department of Communities (Child Safety Services).
- Police.
- Mackay Regional Council.

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.

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

- Promoting an environment which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account student's 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 socioeconomic situation.
 - Receive adjustments appropriate to their learning and/or impairment needs.

- All members of the school community are advised that the Disability Discrimination Act 1992 includes a definition of disability which “.... Includes behaviour that is a symptom or manifestation of the disability.” Therefore it may be considered discriminatory to impose certain consequences on students with disabilities who display what is typically considered inappropriate behaviours due to their disability. Professional advice may need to be sought as to whether a disabled student’s behaviour is a symptom or manifestation of their disability.

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

- [Bullying. No Way!](#)
- [School-wide Positive Behaviour Support \(SWPBS\)](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [Kids Matter](#)
- [Learning and Wellbeing Framework](#)

Endorsement

Principal

P&C President

Executive Director (Schools)

Date effective: from January 2013 to December 2015

Appendix 1

RIGHTS & RESPONSIBILITIES OF MEMBERS OF OUR SCHOOL COMMUNITY

Our School Code of Conduct is based on the principles that are essential for the creation of a Supportive School Environment.

1. All members of the school community (students, staff & parents) understand and accept that certain kinds of behaviour are expected.
2. Each person should be treated fairly and they have both Rights and Responsibilities.
3. The school community accepts that when Rights are infringed or Responsibilities not accepted, there needs to be appropriate actions or consequences

| RIGHTS | RESPONSIBILITIES |
|---|---|
| OF ALL IN THE SCHOOL COMMUNITY | |
| <ul style="list-style-type: none"> To be treated with respect, courtesy and fairness. To be given equitable opportunities within the school community. To have their personal views considered and respected. To have a safe / secure environment for self and property. | <ul style="list-style-type: none"> To demonstrate respect, courtesy and fairness to all and to behave in a way that creates respect in the community. To listen to and consider others' viewpoints, refraining from unfair criticism and put-downs. To act in a manner that promotes the safety of all members of the school community and their property. To demonstrate responsible use and care of school facilities and equipment. |
| OF THE STUDENTS | |
| <ul style="list-style-type: none"> To receive opportunities to develop socially, emotionally and academically. (Including decision making and responsibility) To have a safe, well resourced and maintained learning environment unhindered by the action of others. To be free from disruption in the learning process. | <ul style="list-style-type: none"> To be punctual & co-operative, completing work and participating school without interfering with others. To be actively involved in school activities To accept responsibility and consequences for their own actions (positive and negative) To treat others with consideration, helping them feel accepted and safe, and ensure that they do not tease, bully, hurt or threaten others or their property. To set a positive example for others |
| OF THE STAFF, HELPERS & VISITORS | |
| <ul style="list-style-type: none"> To be able to perform their duties in the school without disruption. To have access to, and be supported in the use of appropriate behaviour management strategies To expect appropriate student and parent input into decision making. To be informed of needs or circumstances that may affect a child's education. (appropriate to role) To have access to adequate resources, facilities, and professional development and support to facilitate effective performance of their role. | <ul style="list-style-type: none"> To provide teaching/learning experiences designed to promote student development. To provide a supportive, encouraging learning environment with clear guidelines/expectations. To consistently implement school policies and programs. To monitor, record, reflect, review and revise professional practices, procedures and strategies to ensure they remain current. To provide opportunities for consultation with parents and students. To be aware of specific needs/circumstances that may impact on a child's education. (role appropriate) To avail themselves of appropriate Professional Development. To make your provision of service to the school, well organised and informed. To abide by EQ's Code of Conduct. To be an appropriate role model for students. |
| OF PARENTS/CARERS | |
| <ul style="list-style-type: none"> To be accepted as the major influence in their children's learning/development. To expect that their children will be provided with an environment conducive to learning with consistent approaches to codes of behaviour throughout the school. To be kept informed about their children's education and behaviour. To be considered a valued part of the school community. | <ul style="list-style-type: none"> To provide students with a supportive home environment including encouraging healthy study habits which support school activities appropriate to their child's development. To set clear guide-lines and expectations for their children. To provide an appropriate social & moral role model for their children. To advise staff of any special needs or circumstances which may affect their children's education? To work in partnership with the school to assist their children overcome learning/behaviour difficulties. To support the implementation of the school's Behaviour Management program. To express themselves in a socially acceptable/responsible manner. |

Appendix 2

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 handed in at the Office as soon as the student arrives at school. Students can sign out and collect of these devices from the Office at the end of the school day.

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 Glenella State School. Students using personal technology devices to record inappropriate 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 toilets or any other place where a reasonable person would expect to be afforded privacy).

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

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

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

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 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.

**PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING
(INCLUDING CYBER BULLYING)**

Purpose

1. Glenella State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Glenella State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Glenella State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Glenella State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the

entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Glenella State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

ADDRESSING BULLYING - GUIDELINES FOR THE SCHOOL COMMUNITY.

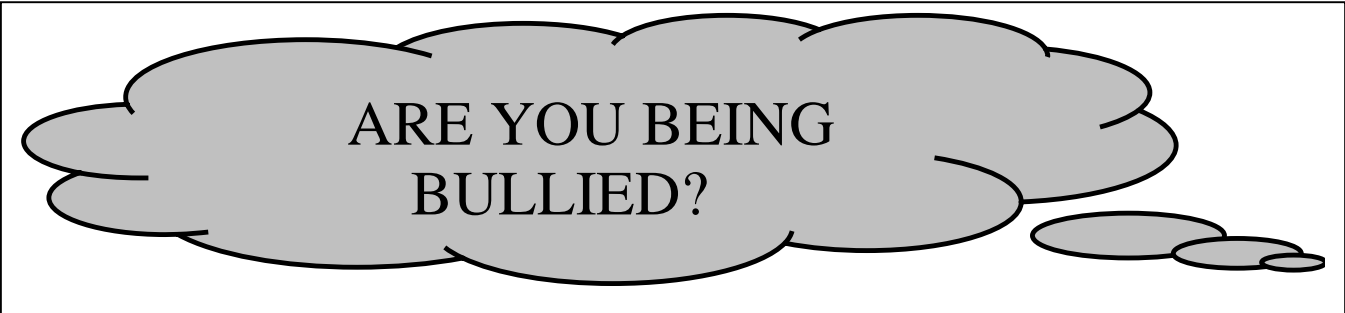
There are responsibilities for all members of the school community.

- **Students**
 - Need to follow the steps on the 'Procedures for Students to Follow' Plan (below).

- **Staff**
 - Need to listen carefully and find out exactly what is happening.
 - Need to monitor the situation carefully.
 - Keep records.
 - Work with the parents and students to make a joint strategy. (What will you do? What will the school do?)
 - Work to build the self-esteem of both parties.
 - Remain calm. Encourage other parties to do the same.
 - Talk about the big picture. Work to desensitise students to "words".
 - Explain that *violent reactions* do not help, and may put them in the wrong.

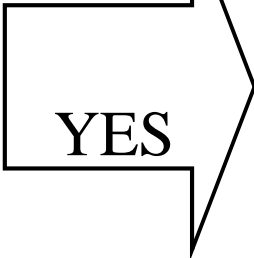
- **Parents**
 - Need to listen carefully and find out exactly what is happening.
 - Keep records. It is not enough to say, "X has been bullying my child." The school needs dates, words said, actions etc if it is to respond appropriately. (Bullying is not a "once of" but a pattern of behaviour)
 - Remain calm but supportive. Don't get angry and ring school until you are sure you know **all** of the circumstances. Then make an appointment to see the appropriate person.
 - Be prepared to work out a joint strategy with the school. (What will you do? What will the school do?)
 - Work to build your child's confidence and self-esteem. (E.g. Spend time with them in favourite activities, praise them for achievements, avoid negatives, if something goes wrong focus on reminding them that they are a good person – it is the happening or behaviour that is wrong/bad – in the big picture, the happening is probably fairly minor).
 - Foster friendships.
 - Demonstrate calm, considerate ways to handle problems.
 - If hurtful words were used, help your child to be "desensitised" by talking about how silly it is to be upset by just a word.
 - Offer advice about ways to "deflect" bullying, such as non-committal replies. Whatever you do, don't advise a **violent response**. This will only make the situation worse, and could put your child in the wrong.

PROCEDURES FOR STUDENTS TO FOLLOW - BULLYING



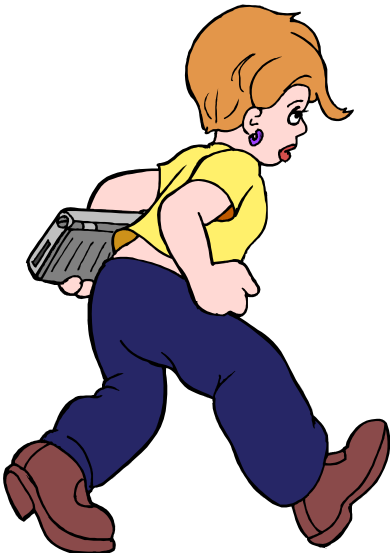
Remember, Bullying is conscious persistent threatening behaviour – not an isolated incident.

Ignored, teased or threatened?
Pushed, hit or kicked?

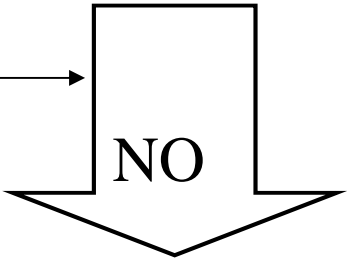


Can I deal with this problem using our 4 steps?

1. Ignore/walk away/talk to someone else.
2. Tell them nicely that you don't like what they are doing. Tell them to stop.
3. Ask a friend to support and witness the problem.



Solve it by yourself
Ask a friend
Find a teacher



Tell someone who will care:

- ⇒Trusted adult
- ⇒Teacher

What Else Can I Do?

TO AVOID BULLYING:

- ⇒Examine own behaviour.
- ⇒Network of friends.

TO DEAL WITH BULLYING:

- ⇒Ignore it.
- ⇒Walk away.
- ⇒Don't give them satisfaction.
- ⇒Call their bluff.

WORKING TOGETHER TO KEEP GLENELLA SS SAFE
(Student information on and consequences for having knives at school)

We can work together to keep knives out of school. At Glenella 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 as per the Responsible Behaviour Plan for Students at Glenella State School, this may involve a School Disciplinary Absences i.e. Suspension.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- 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 Glenella SS 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.

WORKING TOGETHER TO KEEP GLENELLA SS SAFE
(Parent information on and consequences for having knives at school)

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

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

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

What kinds of knife are banned?

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

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

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

How can parents help to keep Glenella State School safe?

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

Appendix 5

GLENELLA SS BEHAVIOUR LEVELS – DETAILED INFORMATION

| | LEVEL 1 – Appropriate Behaviour | TEACHER JUDGEMENT | YELLOW LEVEL 1 | RED LEVEL 2 | RED LEVEL 2 - REPEAT |
|---|--|--|---|---|---|
| REASONS FOR BEING ON THIS LEVEL | <ul style="list-style-type: none"> * You are being co-operative. * You respect the rights of others. * You try to work to the best of your ability. * You respect the school behaviour expectations. | <ul style="list-style-type: none"> * You are not being co-operative. * Some of your teachers are concerned about your behaviour or effort inside and/or outside the classroom. * You are not respecting the rights of others. * You are not working to the best of your ability. * You are not respecting the school behaviour expectations. | <ul style="list-style-type: none"> * You are continuing not being co-operative; you are causing problems in the classroom and/or around the school. * You have not followed the school behaviour expectations. | <ul style="list-style-type: none"> * There has been no improvement in your behaviour or effort. * You have not been able to do enough about your inappropriate behaviour to show improvement. * You have continued to violate the school behaviour expectations. | <ul style="list-style-type: none"> * Your behaviour is unacceptable and has not improved. * Ongoing infringements of the school behaviour expectations. |
| BEHAVIOUR WHICH MIGHT BE SHOWN | <p>You will be rewarded for:</p> <ul style="list-style-type: none"> * Attentive listening. * Being prepared. * Completing all homework tasks on time. * Completing all school work tasks on time. * Considering and respecting others. * Using manners. * Consistently trying to achieve your best. * Accepting others' differences. * Being helpful to staff and other students. * Showing initiative. * Appropriate actions which uphold the school's values and beliefs. * Displaying leadership. * Displaying sportsmanship. * Displaying improvement. | <ul style="list-style-type: none"> * Disobedience * Breaking minor school rules. * Disrupting the learning of others. * Unco-operative behaviour or dissension. * Poor work habits. * Inappropriate language. * Setting a bad example. * Inappropriate sportsmanship. * Accidental bad language (infrequent) * Unsafe clothing | <ul style="list-style-type: none"> * Repeatedly causing disruptions in the classroom and/or around the school. * Regularly breaking school behaviour expectations. * Rudeness and/or insolence. * Obscene gestures. * Bullying, intimidation or teasing others. * Consistently not handing in electronic devices. * Abusive language directed towards others. * Physical misconduct (ie pinching) | <ul style="list-style-type: none"> * Persistent disobedience. * Persistent breaking school behaviour expectations. * Sexual harassment. * Discrimination. * Fighting. * Abuse of property. * Stealing. * Jeopardising the safety of self and/or others. * Breaching boundaries. * Leaving school without permission. * Truancy. * Possession or usage of cigarettes, alcohol, drugs, or any other unauthorised pharmaceutical products. | <ul style="list-style-type: none"> * Have continued to ignore the rights of others in the school. * Have ignored any attempts made by others to help improve your behaviours. * A serious or dangerous violation of the school behaviour expectations. * Your presence in the school is detrimental to the education and welfare of others. |
| WHAT HAPPENS TO STUDENTS AT THIS LEVEL | <ul style="list-style-type: none"> * You will develop a good reputation in the school community. * You may participate in all school activities. | <ul style="list-style-type: none"> * You will be spoken to about your inappropriate behaviour and you will be offered suggestions to correct this. | <ul style="list-style-type: none"> * You will be spoken to about your inappropriate behaviour and you will be given ways to correct this. * You will receive appropriate consequences for your actions, e.g. | <ul style="list-style-type: none"> * You will be spoken to about your inappropriate behaviour and you will be given ways to correct this along with clear expectations for improvement by yourself. | <ul style="list-style-type: none"> * You will be spoken to about your inappropriate behaviour and you will be given ways to correct this along with clear expectations for improvement by yourself. |

| | | | | | |
|--|---|--|--|--|--|
| | <ul style="list-style-type: none"> * You may receive various rewards, e.g. stickers, Student of the Week etc. * You can participate in Reward Day activities at the end of the Term. * Your parents will be notified of your good behaviour. | <ul style="list-style-type: none"> * You may receive an appropriate consequence for your actions, e.g. your desk may be moved within your classroom, time out from a game etc. * You and your parents may be notified via an email, phone call or text if behaviour is ongoing. * You will remain on this level throughout the day of the inappropriate behaviour. * You are still eligible to participate in Reward Day activities at the end of the Term. | <p>loss of classroom rewards, loss of playground play etc.</p> <ul style="list-style-type: none"> * You and your parents will be notified via a YELLOW BEHAVIOUR CARD. Card needs to be signed by a parent/caregiver and returned to school. * You are still eligible to participate in Reward Day activities at the end of the Term as long as you have not received 2 or more Yellow Behaviour Cards. * Incident and contact will be recorded on Oneschool by the person issuing the card. | <ul style="list-style-type: none"> * You will receive appropriate consequences for your actions as determined by the Principal. * You and your parents will be notified via an RED BEHAVIOUR CARD. * Your parents will be required to attend a meeting with you and the Principal. * You are no longer eligible to participate in Reward Day activities at the end of the Term. * Incident and contact will be recorded on Oneschool by the Principal. | <ul style="list-style-type: none"> * You will receive appropriate consequences for your actions as determined by the Principal. * You may be Suspended from the School for an appropriate time. (SUSPENSION). * You may be Recommended for Exclusion from Glenella SS (EXCLUSION). * You and your parents will be notified via an RED BEHAVIOUR CARD and SUSPENSION LETTER. * Your parents will be required to attend a Re-Entry meeting with you and the Principal. At this meeting an Individual Student Behaviour Plan will be negotiated or modified if one already exists for you. * You are no longer eligible to participate in Reward Day activities at the end of the Term. |
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| OPERATION | <table border="1"> <thead> <tr> <th>Administered By</th> <th>Managed By</th> </tr> </thead> <tbody> <tr> <td>* All Staff.</td> <td>* All Staff. * Students.</td> </tr> </tbody> </table> | Administered By | Managed By | * All Staff. | * All Staff. * Students. | <table border="1"> <thead> <tr> <th>Administered By</th> <th>Managed By</th> </tr> </thead> <tbody> <tr> <td>* Class Teachers. * Other Staff in consultation with Class Teacher. * Staff member on playground duty. * Principal.</td> <td>* All Staff. * Students.</td> </tr> </tbody> </table> | Administered By | Managed By | * Class Teachers. * Other Staff in consultation with Class Teacher. * Staff member on playground duty. * Principal. | * All Staff. * Students. | <table border="1"> <thead> <tr> <th>Administered By</th> <th>Managed By</th> </tr> </thead> <tbody> <tr> <td>* Class Teachers in consultation with Principal. * Staff member on playground duty in consultation with Principal. * Principal.</td> <td>* Principal. * Students.</td> </tr> </tbody> </table> | Administered By | Managed By | * Class Teachers in consultation with Principal. * Staff member on playground duty in consultation with Principal. * Principal. | * Principal. * Students. | <table border="1"> <thead> <tr> <th>Administered By</th> <th>Managed By</th> </tr> </thead> <tbody> <tr> <td>* Principal</td> <td>* Principal. * Students. * Parents. * Support Staff.</td> </tr> </tbody> </table> | Administered By | Managed By | * Principal | * Principal. * Students. * Parents. * Support Staff. | <table border="1"> <thead> <tr> <th>Administered By</th> <th>Managed By</th> </tr> </thead> <tbody> <tr> <td>* Principal.</td> <td>* Principal. * Students. * Parents. * Support Staff.</td> </tr> </tbody> </table> | Administered By | Managed By | * Principal. | * Principal. * Students. * Parents. * Support Staff. |
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| * Principal | * Principal. * Students. * Parents. * Support Staff. | | | | | | | | | | | | | | | | | | | | | | | | |
| Administered By | Managed By | | | | | | | | | | | | | | | | | | | | | | | | |
| * Principal. | * Principal. * Students. * Parents. * Support Staff. | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>* Student of Week handed out at Assembly each week and noted in OneSchool as a positive behaviour record.</p> | <p>* Staff member administering consequence to report student details to relevant staff.</p> | <p>* After consultation with Principal (or delegate) Staff member administering Yellow Behaviour Card to note in OneSchool as a behaviour incident.</p> | <p>* Principal (or delegate) administering Red Behaviour Card to note in OneSchool as a behaviour incident.</p> | <p>* Principal (or delegate) administering Red Behaviour Card to note in OneSchool as a behaviour incident and complete associated student and parent letters if Suspension or Recommendation for Exclusion are used.</p> | | | | | | | | | | | | | | | | | | | | |

Individual Behaviour Support Plan

Student:Year level:

Commencement Date:

Class Teacher:

Behaviours of Concern:

- Not following instructions
- Disrespect towards staff and students
- Bullying behaviours; name calling
- Attention seeking behaviours; calling-out,

Identified Behaviour Goals: For Landyn to:

- Follow all staff's instructions – including specialist staff ()
- Speak and treat all staff and students with respect

Preventative and Teaching Strategies

Strategies

Curriculum adjustments

- Monitor progress to see if curriculum adjustments/support are necessary

Class support

- Teacher reminder & redirection
- In class reward system
- Redirect to learning or task
- Praise and acknowledgement
- Small group teacher aide support where possible

Reinforcements for desired behaviour

- will be acknowledged for his good efforts and be given positive rewards following the classroom behaviour management system e.g. IOUs to 'cash in' for rewards
- Reversal of classroom negative consequences if Landyn redeems himself. e.g. if he had to put his name on the board, he may get a chance to remove it if earned
- Given responsibility – collect roll, do jobs

•

Individual Monitoring

- check in with prior to a lunch break to remind him of behaviour expectations
- Receive an IOU for positive playground report for the day

Reactive Strategies

Strategies

In-class steps

- Name written on board
 - Cross next to name on board
 - Sent to buddy class (year 4)
 - If behaviour continues – sent to office and miss out on play
 - Parent notified
- Other strategies** (may include warning, redirection, non-verbal cues)































Eating Time





















- Excluded from all eating until responsible behaviour is shown/proven
- Sit near the teacher aide room – away from other students' sight (hallway)

Playground

- Verbal warning – given one chance
- Time out – 5 mins (sit near Prep fort)
- If same behaviour again – time out for rest of play or next day (depending on length of lunchtime left)
- Organised activity/helper's job option
- Litter duty (2 weeks) for a major incident
- Check in with the teacher on duty before and after litter duty

HOW MANY 'THUMBS UP' CAN I GET?

| CLASSROOM: | | PLAYGROUND: | | | AFTERSCHOOL: | |
|--|--|--|--|--|--|--|
| <ol style="list-style-type: none"> 1. I will follow class instructions 2. I will treat all staff and students with respect | | <ol style="list-style-type: none"> 1. I play with students appropriately 2. I will join in games appropriately 3. I go straight back to class after play 4. I will treat all staff and students with respect | | | I go directly home | |
| | MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | FRIDAY |
| SESSION ONE |   |   |   | |   |   |
| FIRST BREAK |   |   |   | |   |   |
| SESSION TWO |   |   |   | |   |   |

| | | | | | |
|---------------|--|--|--|--|--|
| SECOND BREAK |   |   |   |   |   |
| SESSION THREE |   |   |   |   |   |
| Teacher: | | | | | |
| Parent: | | | | | |
| COMMENTS: | | | | | |

Principal: _____ Caregiver: _____

Teacher: _____ Student: _____

Date: _____