



The Code of School Behaviour

Better Behaviour
Better Learning



Kuraby State School

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

1. Purpose

[Kuraby State School](#) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

CURRENTLY UNDER REVIEW

To ensure high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

[Kuraby State School](#) developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2013.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2010-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in [November](#), 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

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

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

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

- **Be safe**
- **Be responsible**
- **Be respectful**

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

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

Universal Behaviour Support

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

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

	ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS	BIKE RACKS
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"> Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Walk bike/scooter to the gate Wait inside the gate until the bus stops
BE RESPONSIBLE	<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"> Be a problem solver Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Have your name marked on the bus roll Leave school promptly
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"> Play fairly – take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> Wash hands Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Have your bus pass ready

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Kuraby State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Lead Teacher Team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the **Kuraby State School** Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

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

Kuraby State School - You Can Do It Program

Kuraby State School incorporates the 'You Can Do It!' program and philosophy to support our School Behaviour Plan. The program's main purpose is to optimise the social, emotional and academic outcomes of students.

The program promotes **5 Foundations and Habits of the mind:**

- 1. Getting Along**
- 2. Organisation**
- 3. Persistence**
- 4. Confidence**
- 5. Resilience**

Teachers are required to teach structured focused lessons weekly emphasising one of the 5 Foundations. A premise of this program is that the quality of adult interactions determines the rate of development of the student's social emotional capabilities. Through focused lessons and careful planning and scaffolding, student's social and emotional capabilities can be strengthened and social emotional disabilities eliminated.

- As part of the 'You Can Do It!' program in the School, staff members observe and hand 'You Can Do It!' cards that focus on one of the 5 Foundations; getting along, Organisation, persistence confidence or resilience cards out each day to students they observe using one of these foundations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When teachers 'catch' a student using one of the foundations, a card indicating which foundation has been observed is given out. When students are given a card they drop the card in the designated collection points in the Administration block.

Each Friday on assembly, the deputy principal will draw a card out of the '**You Can Do It!**' box and announce the student to the school. The student will receive a certificate and special 'You Can Do It!' pencil. All cards in the box are given back to each respective child.

School Behaviour Plan - Behaviour Management Overview

At Kuraby State School we use a Behaviour Management Plan that outlines four levels of behaviour. The **Standard Level and Top Level** indicate satisfactory to excellent behaviour while levels **Four to Five** indicate behaviour that is less than satisfactory. There is a final action – **School Disciplinary Absences** that can be enacted. It is hoped that the rewards and consequences taken at each level will encourage students to strive to reach Top Level Behaviour.

All students will enter Kuraby State School on the Standard Level and it is through their actions that any change to their level is made. Generally children in the middle and upper school will apply to be upgraded by filling out an upgrade form and listing the behaviours appropriate to the level they are applying for. Students can seek the advice and assistance of their teacher when attempting to improve their level. Teachers in the lower school will encourage the younger students to apply for an upgrade, which may not involve the teacher filling out the upgrade form.

The school staff initiates any downward movement of behaviour levels based on the choices and actions made by the individual student. The matter will be discussed with the school admin and student. All parents will be notified of any level changes, and the reasons for the change occurring.

While good behaviour should be its own reward, the school has introduced a system of recognition for satisfactory behaviour. These include a variety of strategies and events for outstanding behaviour over long periods.

TOP LEVEL

Students at this level display strong commitment to their education, are very actively involved in their school and accept their responsibilities.

REASON FOR BEING PLACED ON THIS LEVEL
<p>Their behaviour will include the following:</p> <ul style="list-style-type: none">• Is a role model for other students• Consistently works to potential• Always wears uniform to the school standard• Displays a genuine commitment to their schooling, including regular attendance and punctuality.• Always co-operates with all members of the school• Helps and encourages others• Completes homework and class work• Always follows instructions• Respects others to a high standard• Active participation in the education program• Participates in and / or supports school and regional events, e.g. swimming carnival, sports days, cross country, camps, Arts Council and Life Education etc.
POSSIBLE OUTCOMES FOR APPROPRIATE BEHAVIOUR
<ul style="list-style-type: none">• Year 7 Students who have maintained Top Level throughout Year 6 and after beginning of Year 7 4 week review, receive a Top Level Senior Badge.• Students will receive school recognition and parents will be notified in writing.• All students at this level are eligible to be elected to Student Council.• Year 6/7 students at this level will be eligible for election to School Vice-Captain, House Captain and Vice-Captain*.• Students at this level will be eligible to represent the school at special events if selected.• Entitlements as per Standard Level.• Receive End-of-Term Rewards for Top Level.

****Please note that it is an expectation of Kuraby State School that all children wishing to nominate for School Captain have been on Top Level for at least one term before they are eligible to nominate for School Captain. Year 6 students will only be able to nominate if the elections are held the year before the students take office or there are insufficient Year 7 students on the appropriate Behaviour Level.***

STANDARD LEVEL

Students at this level accept their responsibilities.

All students are assigned to this level when they come to Kuraby State School.

REASON FOR BEING PLACED ON THIS LEVEL
<p>Their behaviour should include the following:</p> <ul style="list-style-type: none"> ➤ Being considerate and respecting others. ➤ Being courteous towards others. ➤ Co-operates with all members of the school. ➤ Caring for others and their property. ➤ Using common sense at all times. ➤ Displays commitment to their schooling. ➤ Completes assessment requirements including class and homework. ➤ Displays all of the responsibilities listed in The Code of Behaviour. ➤ Follows instructions ➤ Wears school uniform to the school standard.
POSSIBLE OUTCOMES FOR APPROPRIATE BEHAVIOUR
<ul style="list-style-type: none"> ➤ Students on this level will be eligible to be involved in school sporting and social events including excursions and camps. ➤ Students at this level will be eligible to be involved in the choir and school band. ➤ Students at this level will be eligible to represent the school at inter-school carnivals. ➤ Receive End-of-Term rewards for Standard Level.

Responding to unacceptable behaviour

Students are expected to come to school to learn. Behaviour support represents an important opportunity for learning and how to get along with others. ‘Behaviour Consequence Triangles’ representing an increased level of consequences based on choices made by the student are explicitly explained, used and displayed in all classrooms. The use of the ‘Behaviour Consequence Triangle’ is a school wide approach and adopted by all Kuraby State School Staff.

- Consequences for negative behaviour will be stepped in severity from least intrusive to most intrusive. The first will always be a warning and at some point consequences will involve time out in class. Other suggestions include written apologies, loss of play time and time out in a buddy class
- ‘Time Out/ Reflection Areas’ are to be set aside in each classroom as time out locations for children who display inappropriate behaviours. The main purpose of these areas is to give children the opportunity to reconsider their unacceptable behaviour and plan more appropriate behaviours.
- It is strongly suggested that each class should have a buddy class. This should be in a different year level so students are unknown to their buddy class, therefore less likely to disrupt and more likely to find it a negative consequence.

- Exiting a Student to the Office – A “Classroom Discipline Booklet” needs to be completed by the teacher and sent with the child. A phone call to the Office to ensure a member of the Administration is available is necessary. If the student chooses not to go to the office, a member of Administration will then collect the student.

NOTE:

- Raised awareness, understanding and utilization of **positive reactive strategies** such as Christine Richmond’s “Micro Skills” and/or Bill Rogers’ Classroom Discipline Strategies are an essential component of this plan – always aimed at minimizing the need for strong reactive measures. Continuing training in Choice Theory is offered annually.

Re-directing low-level and infrequent problem behaviour

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

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

Targeted behaviour support:

Each year a small number students at [Kuraby State School](#) are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students who make inappropriate behaviour choices may be downgraded and placed on a monitored individual behaviour plan and/or referred to the Choices Room.(See Appendix 11 and 12).

LEVEL 4

Students at this level have not accepted their responsibilities and have made choices that are not appropriate in the school community. These choices have been made in spite of teacher support

REASON FOR BEING PLACED ON THIS LEVEL

Their behaviour **COULD** include the following:

- Not following directions
- Inappropriate behaviour in classroom or on school ground.
- Persistent disruption
- Absenting themselves from particular classes / activities.
- Use of inappropriate language.
- Not keeping hands and feet to themselves.
- Disregard for the property of others.
- Verbal put downs.
- Bullying including cyberbullying. (see Appendix B)
- Not following the school dress code
- Inappropriate use of computers, internet, mobile phones, cameras and other electronic equipment.

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

PLAN OF ACTION:

The following action **MAY** be taken:

Step 1:

After Admin and teacher discussion, the teacher and pupil will meet and discuss the problem. From this meeting a written plan of action will be developed focusing on developing better choices of behaviour from the student. The student's behaviour will be monitored and recorded by the teacher.

Step 2:

Pupil and class teacher will confer and revise the plan, set new goals and expectations and revise consequences. After continuous appropriate behaviour the child's behaviour level will be considered for upgraded.

Step 3:

Teacher, parent and student participate in round table discussion, if applicable.
Present parent with documented behaviour and goals; re-establish expected behaviour and goals.

Intensive behaviour support: School Based Team

[Kuraby State School](#) is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Lead Teacher Team

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

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

LEVEL 5

Students at this level have committed a **significant breach** of the Students' Rights and Responsibilities.

Their behaviour is a more serious or persistent discipline problem.

REASON FOR BEING PLACED ON THIS LEVEL

Their behaviour **COULD** include:

- Being abusive or offensive to members of the school community.
- Continued failure to comply with acceptable standards and disciplinary measures.
- Verbal assault, including put downs, racial comments, sexual harassment.
- Physical assault.
- Disregard of the property of others.
- Possession of contraband goods.
- Theft of school or personal property.
- Dangerous behaviour which could lead to others being hurt.
- Repetition of Level 4 behaviour.
- Absenting themselves from the classroom or school grounds.
- Repeated bullying. Including cyber-bullying (Appendix B)
- Inappropriate use (of a severe nature) of computers, internet, mobile phones, cameras and other electronic equipment.
- Significant breach of school dress code.

POSSIBLE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Parents will be notified of a level change.

- All consequences of Level 4
- Students **MAY** be placed on restricted play
- Students **MAY** be required to receive counselling from the Guidance Counsellor or Behaviour Management Team.
- **Students MAY** be placed on a daily or weekly behaviour sheet by admin and teacher for a minimum of two weeks.
- Students **MAY** be excluded from all non-compulsory activities.
- Students **MAY** continue their time on this level increased by continued or additional inappropriate behaviour.
- An in-school intensive social skill training programme **MAY** be put in place.
- **Students MAY be placed on a B.I.C. (Behaviour Improvement Condition)**

ADMIN PLAN OF ACTION:

*The admin **MAY** take the following steps*

Step 1:

Admin and pupil will meet and discuss the problem. From this meeting a written plan of action will be developed focusing on developing better choices of behaviour from the student. The student's behaviour will be monitored and recorded by the teacher for a minimum of two weeks.

Step 2:

Pupil, class teacher and Admin will confer and revise the plan, set new goals and expectations and revise consequences. After continuous appropriate behaviour the child's behaviour level will be considered for a regrade.

Step 3:

Admin, parent and student participate in round table discussion, if applicable.

Present parent with documented behaviour and goals; re-establish expected behaviour and goals.

Step 4:

Parent is advised of possibility of suspension if instances continue.

SCHOOL DISCIPLINARY ABSENCES

Students at this level have shown **major disregard** for the Students' Rights and Responsibilities. These consequences will be used after consideration has been given to all other responses and options.

They have continued to ignore the rights of other people within the school community.

Students at this level have resisted efforts to help improve their behaviour.

Alternatively, they have been guilty of a **very serious breach** of the Students' Rights and Responsibilities.

POSSIBLE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Their behaviour **COULD** include the following:

- Persistent failure to co-operate as a student of this school and showing no effort to improve.
- Gross disobedience.
- Repeated insolence.
- Dangerous behaviour.
- Violence
- Immoral behaviour
- Inappropriate sexual conduct
- Illegal behaviour
- Serious vandalism.
- Repetition of Level 5 behaviour.
- Extreme negative behaviour.
- Serious inappropriate use of computers, internet, mobile phone, cameras and other electronic equipment.
- Failure to comply with **B.I.C. (Behaviour Improvement Condition)**.

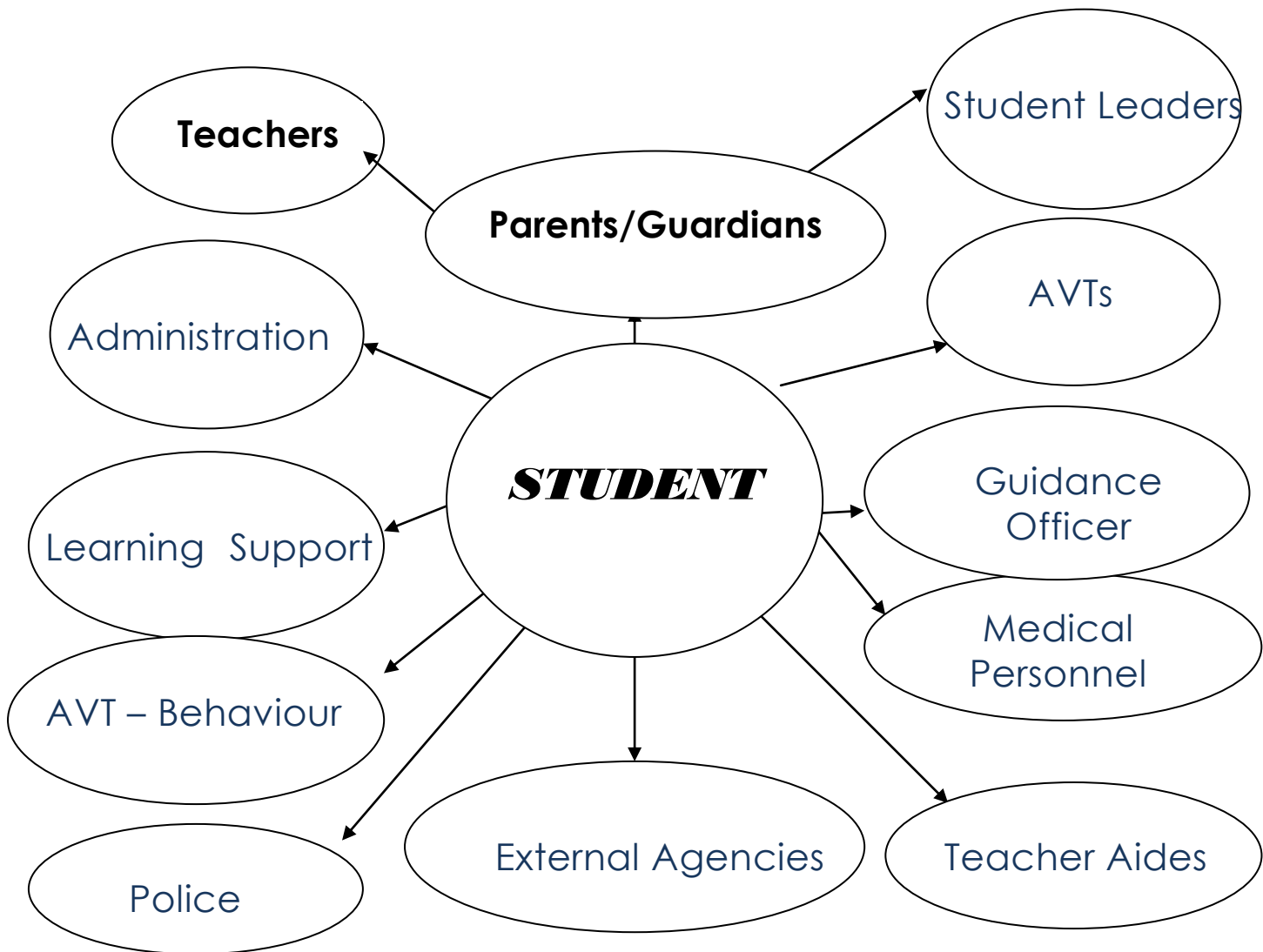
PRINCIPAL'S PLAN:

The principal **MAY** take the following steps

- Students will be interviewed by a member of the Administration.
- The administration will inform parents, who may contact the school in order to discuss the child's behaviour.
- Prior to suspension student **MAY** be placed on a **B.I.C. (Behaviour Improvement Condition)**
- **The principal will officially suspend the student from school.**
- Students and parents may be required to attend an interview to discuss recommendations for the student's future.
- **Further action could result, including exclusion.**
- **MAY** involve referral to Police and/or external agencies.

Admin, parent and pupil may meet before return to school and class to discuss and formulate a re-entry plan. From this meeting a written plan of action may be developed focusing on developing better choices of behaviour from the student. The student's behaviour may be monitored.

The Network of Student Support



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

CLASSROOM MANAGEMENT PLAN – sample only

CLASSROOM RULES

- Be in the right place.
- Follow directions immediately.
- Respect yourself, others and belongings.

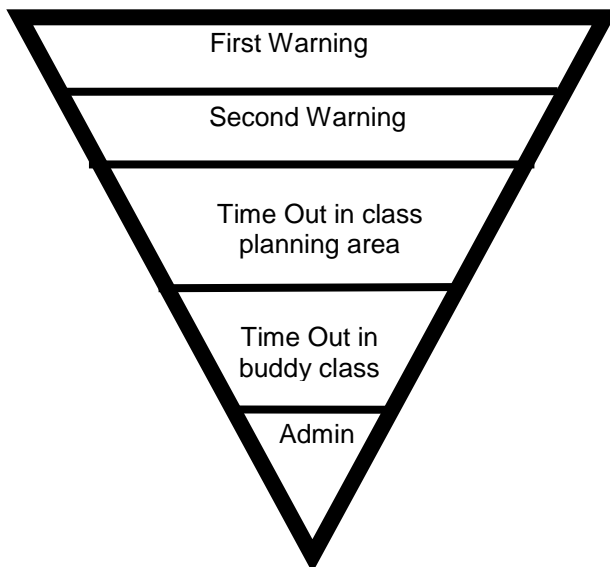
EXAMPLES OF POSITIVE CONSEQUENCES

- | | |
|----------------|---|
| 1. INDIVIDUALS | <ul style="list-style-type: none"> ➤ Independent Activity Time ➤ Praise ➤ Stickers ➤ Daily awards ➤ Letter/phone call to parents ➤ Whole school reward system |
| 2. GROUP | <ul style="list-style-type: none"> ➤ Free time ➤ Board games ➤ Computer time |
| 3. CLASS | <ul style="list-style-type: none"> ➤ Marbles in the jar ➤ Outdoor activities |

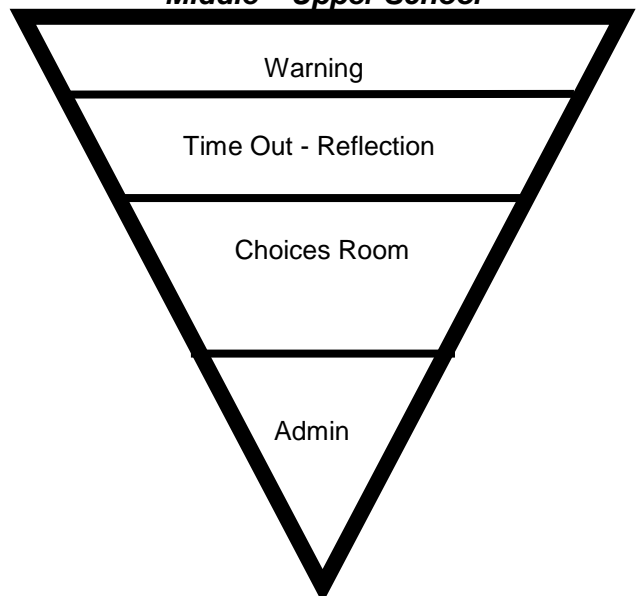
EXAMPLES OF DISCIPLINARY CONSEQUENCES

Warnings are given dependent on the age group of the children.

Junior School



Middle – Upper School



Severe incident: Behaviour of a severe nature – immediately sent to Office.

Minor and major behaviours

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

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

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution, Choices Room referral,.
- a re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member contacts Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, Choices Room Referral (see Safe, Supportive and Disciplined School Environment procedure for guidelines), Behaviour Plan to work towards upgrade, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Lead Teacher Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

An Internal Behavioural Referral Form (Appendix 4) may be used to record/refer problem behaviour. Behaviour incidents should also be recorded on OneSchool.

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Choices Room Referral	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Kuraby State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</p>
School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents*

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> ▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Not walking bike in school grounds 	
	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
	Physical contact	<ul style="list-style-type: none"> ▪ Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing a hat in playground ▪ Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> ▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> ▪ Not being punctual (eg: lateness after breaks) ▪ Not in the right place at the right time. 	<ul style="list-style-type: none"> ▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> ▪ Low intensity failure to respond to adult request ▪ Non compliance ▪ Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> ▪ Minor dishonesty 	<ul style="list-style-type: none"> ▪ Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> ▪ Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> ▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> ▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone 	<ul style="list-style-type: none"> ▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> ▪ Petty theft ▪ Lack of care for the environment 	<ul style="list-style-type: none"> ▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism
	Others	<ul style="list-style-type: none"> ▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying 	<ul style="list-style-type: none"> ▪ Major bullying ▪ Major disruption to class ▪ Blatant disrespect ▪ Major defiance ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

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

Relate inappropriate or unacceptable behaviour to expected school behaviours

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

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

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

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

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

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

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

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

Immediate Strategies

- **Avoid escalating the unacceptable behaviour**
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner**
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

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

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that [Kuraby State School's](#) staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- Major Incident Report (Appendix 5)
- Student Record of Incident/Interview – record of words spoken by student regarding incident (as per process for Natural Justice).
- Record on Oneschool – attach classroom teacher’s name for information gathering/follow up

7. Network of student support

Students at [Kuraby State School](#) are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- SEP

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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.

[Kuraby State School](#) considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan)
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

12. Endorsement

Phil Mc Lucas
Principal

Carolyn Wolff
P&C President

Mike Kelly
Assistant Regional Director

Effective Date: to

Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at [Kuraby State School](#). Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

Inappropriate behaviour outside of school hours

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

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

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

Purpose

1. [Kuraby State School](#) strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in [Kuraby 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 [Kuraby 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 [Kuraby 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 [Kuraby State School](#) are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the three 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. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

[Kuraby State School](#) will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the five step process (High 5) to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. The steps are: 1) Tell them to stop doing it. 2) Walk away 3) Play somewhere else 4) Talk to the adult on duty 5) Talk to someone in the office. Posters of this five step process and how to stay happy and safe in the playground are displayed in all classrooms.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
 13. [Kuraby State School](#) will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
 14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at [Kuraby State School](#) takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
 15. [Kuraby State School](#) uses behavioural data for decision-making. This data is entered into Oneschool and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
-

WORKING TOGETHER TO KEEP KURABY STATE SCHOOL SAFE

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

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

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

What kinds of knife are banned?

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

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

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

How can parents help to keep Kuraby 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 Mr Neil Waters Ph 33618444

Appendix 4

Kuraby State School Internal Behaviour Referral Form (Optional)

Problem Behaviour

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Minor (Please tick)	Major (Please tick)
Defiance/Disrespect Low intensity brief failure to follow directions	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.
Physical Contact Student engages in non-serious but inappropriate physical contact.	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, using weapons (including knives) kicking, scratching etc)
Inappropriate language Low intensity language (eg shut up, idiot etc)	Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group
Disruption Low intensity but inappropriate disruption.	Disruption Repeated behaviour causing an interruption in a class or playground. (eg. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)
Property Misuse Low intensity misuse of property.	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property
Bringing/using personal property at school Access social media website such as Facebook during school hours	Bringing/using personal property at school Possess items (eg. weapons including knives) that could potentially affect the safety and wellbeing of students and staff.
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.	Dress Code Refusal to comply with school dress code.
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.	Safety Student engages in frequent unsafe activities where injury may occur.
Dishonesty Student engages in minor lying/cheating not involving any other person.	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others
Other	Bullying Repeated teasing, physical and verbal intimidation of a student.
	Other

School Expectation Category					
Be SAFE		Be Respectful		Be Responsible	

Others involved in incident						
None		Peers		Staff		Other

Appendix 5

**Incident Report
(optional)**

Name: Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

INCIDENT REPORT



2014

Name of student / s:

Location of incident:

Date:

Time:

Name of investigating teacher:

Witness:

Incident

Action Taken

Signed:

SCHOOL RULES



Responsible Behaviour Plan Overview

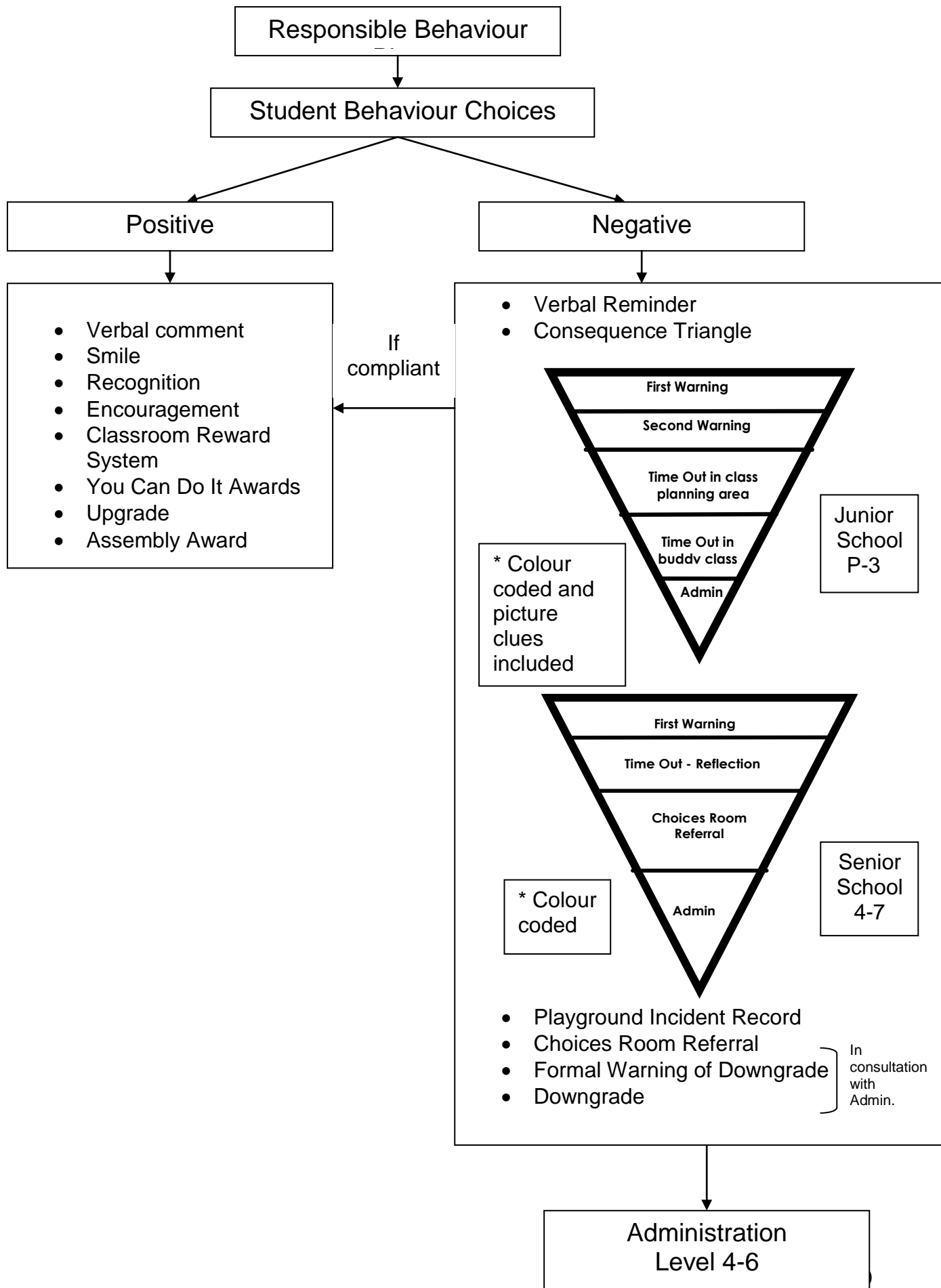
At Kuraby State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating high behavioural expectations is a fundamental and supports our aim for all students to be responsible for their own behaviour. Our approach uses Choice Theory as a framework to support this process.

SCHOOL
RULES

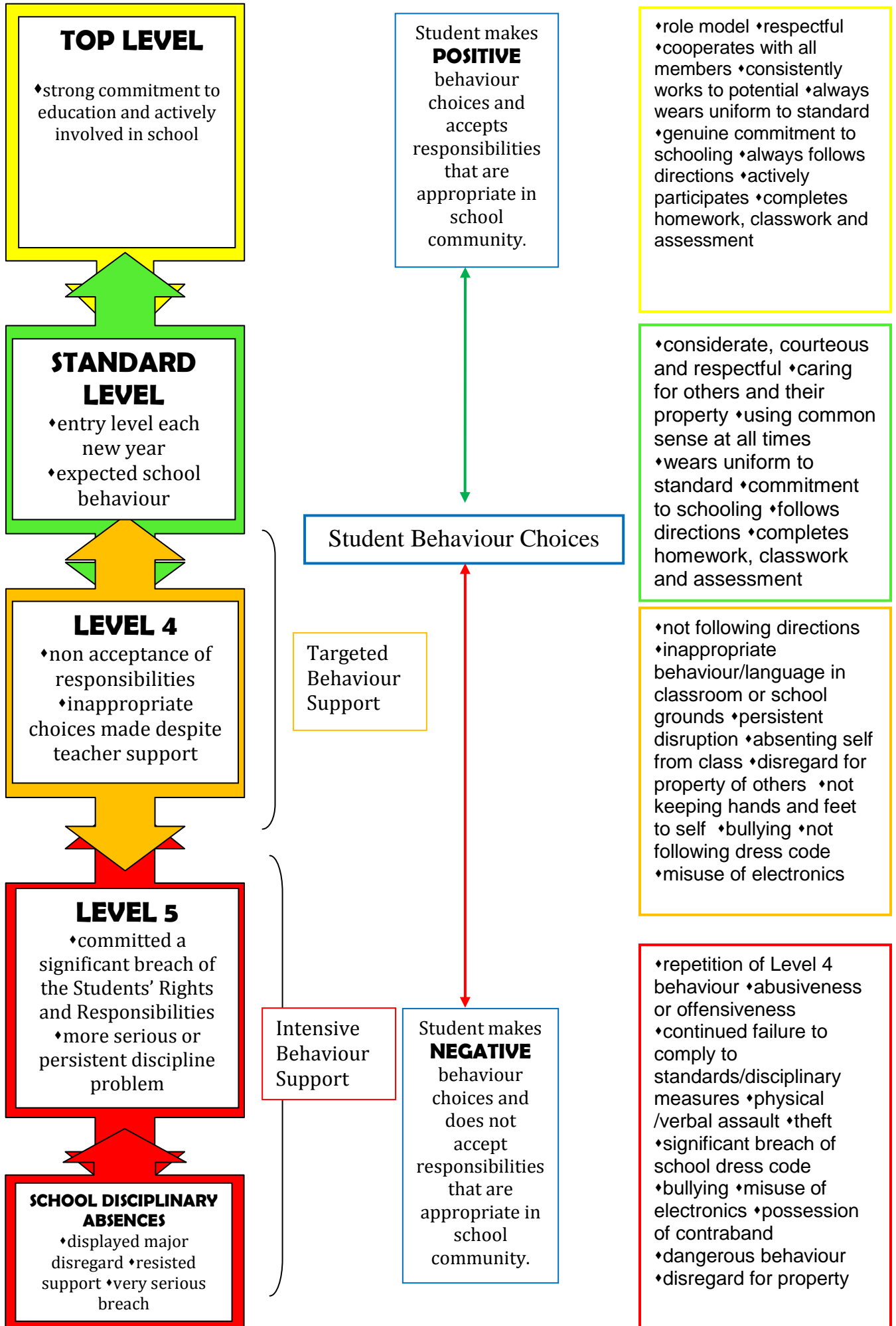


- ☺ Being Safe
- ☺ Being Responsible
- ☺ Being Respectful

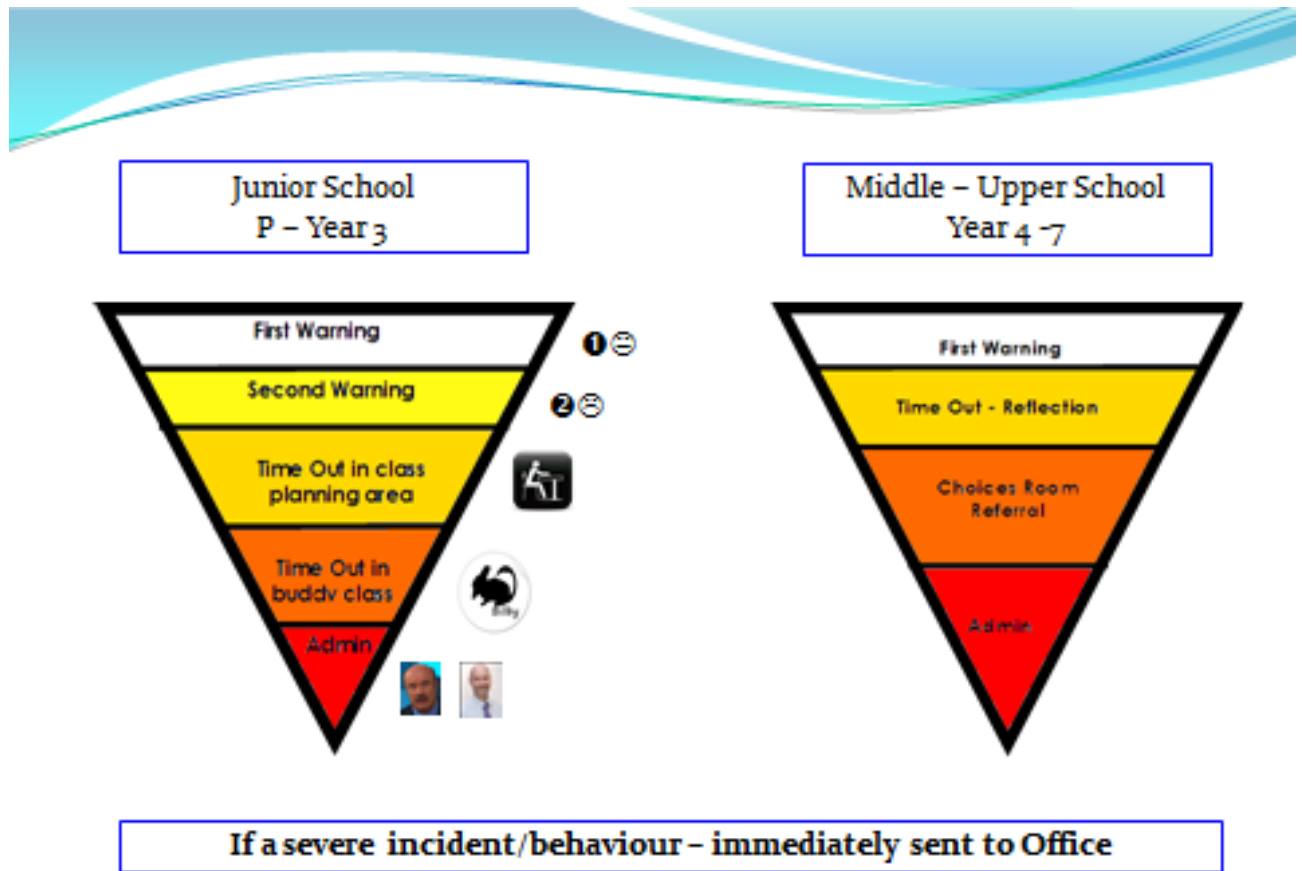
Behaviour Management Overview



BEHAVIOUR LEVELS



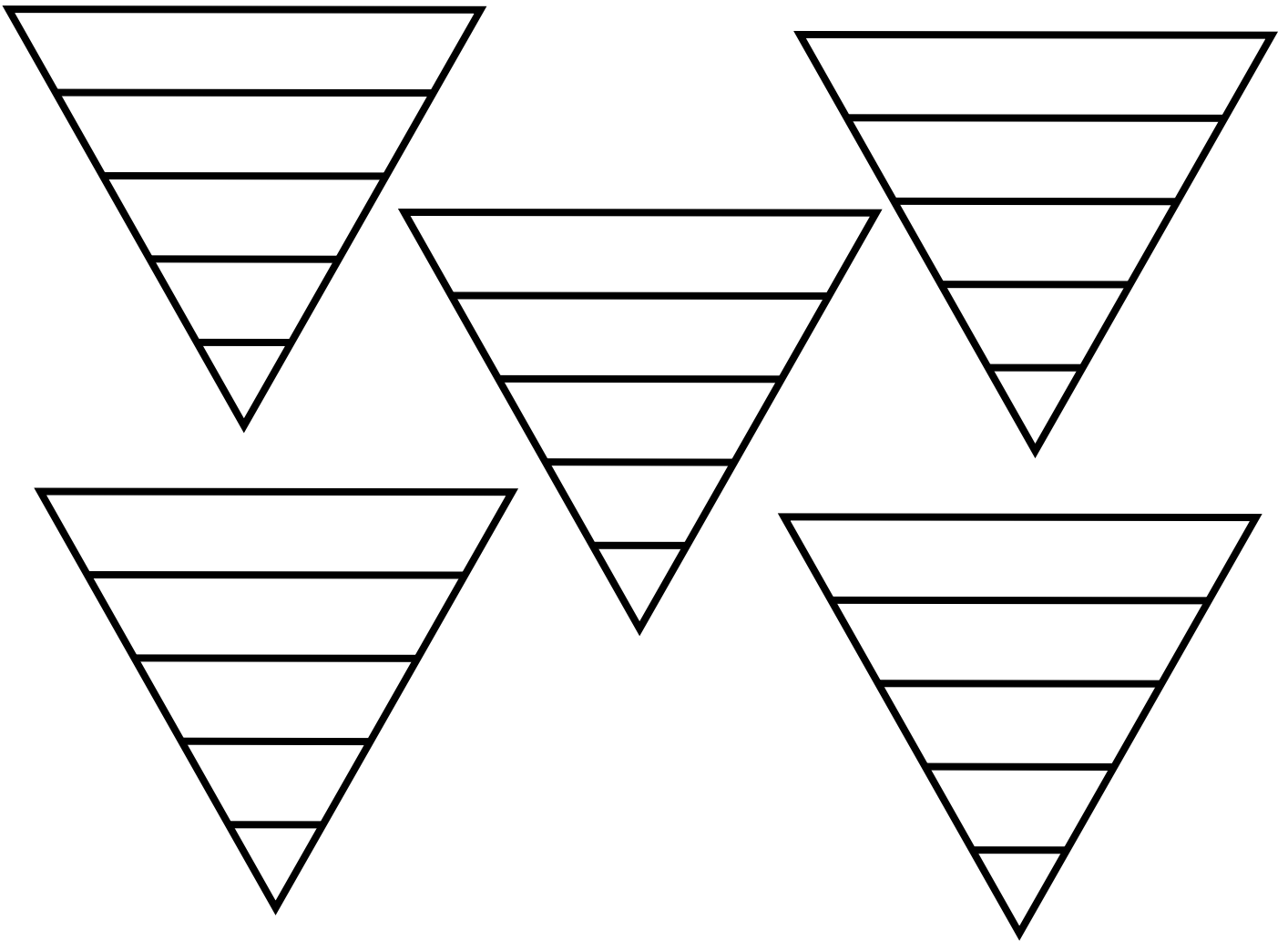
BEHAVIOUR CONSEQUENCE TRIANGLES – Junior & Senior



WEEKLY RECORD OF INCIDENTS – Junior School
(optional)

Weekly Record of Consequence Triangle - Junior School

Date _____



TIME OUT SLIP FOR CLASSROOM BOOKLETS – JUNIOR SCHOOL – Yellow

Name: _____ Date: _____



Draw what you did



Draw what you will do now.

Are you ready to join the class? Child Teacher Teacher sign
yes/no yes/no _____

Comments: _____

TIME OUT SLIP FOR CLASSROOM BOOKLETS – SENIOR SCHOOL - Blue

<i>Name:</i> _____		<i>Date:</i> _____	
<i>What did I do?</i>	<i>What should I have done?</i>	<i>What can I do now?</i>	
<i>Are you ready to join the class?</i>		<i>Child</i>	<i>Teacher</i>
		<i>yes/no</i>	<i>yes/no</i>
<i>Teacher sign</i> _____			
<i>Comments:</i> _____			

CLASSROOM DISCIPLINE BOOKLET – RED

Record of children sent to office for disciplinary action	
Date: _____	Time: _____
Name of child/ren: _____	
Reason for being sent to office: _____	
Has the matter been investigated? Yes / No	
Do you want it investigated further? Yes / No	
Teacher: _____	
This child/ren reported to the office and the following action has been taken:	
Signed: _____	
Date: _____	

CHOICES ROOM REFERRAL SLIP - Orange

Choices Room	
Date: _____	
Child's Name: _____	Class: _____
Sent by: _____ Entered on OneS. Yes / No	
Reason: _____	
Number of Sessions 1 2 3 4 5 6 (Circle)	
Date starting: _____	

Behaviours that warrant referral to the Choices Room

The school's **Choices Room** is a room where a student **MAY** be directed to by a staff member to assist them in reflecting on their chosen behaviour. The Choices room is staffed by a teacher who will assist in the reflective process with students. Parents will be notified in writing of students visiting the Choices Room after three occasions in a term.

This is a guide only.

Additional circumstances will need to be taken into consideration such as severity, frequency and individual student circumstances.

One to Two Sessions

- Rough play
- Not following a staff member instructions after reminders
- Dishonest behaviour
- Teasing
- Disrespect towards property
- Disrespect towards people

Two to Four Sessions

- Low level aggression directed towards another child
- Disrespect towards a staff member
- Bullying

Four to Six Sessions

- Low level violence directed towards another child
- Leaving the school grounds
- Damage to property
- Repeated bullying
- Consistent breaking of rules after repeated reminders and consequences

TARGETED BEHAVIOUR SUPPORT - CLASSROOM MANAGEMENT

Within the first week of the school year each teacher will prepare a class management plan in consultation with students. The plan will consist of rules, positive reinforcements and disciplinary consequences. After being approved by the Administration the plan will be sent home to parents.

Each class plan is based on the premise that teachers have the right to teach and students have the right to learn in a safe and supportive environment.

The classroom management plan should meet the following criteria:

- involve students in negotiating behavioural expectations, rules and consequences;
- include up to 4 or 5 classroom rules framed in a positive manner (that match the intent of the school's "Responsible Behaviour Plan for Students")
- provide a systematic approach to the positive reinforcement of *appropriate* behaviour;
- include a set of logical, appropriate consequences which progress from least intrusive to most intrusive. The first intervention must be a warning/reminder. A severe clause must be included which outlines the consequences for extreme behaviour;
- the plan is to be submitted to administration for approval;
- a copy of the plan is to be sent to every parent to discuss with their children and seek agreement.
- ensure that rules, consequences and rewards are clearly visible, understood by children and revised frequently i.e. display rules on the wall, discuss, model and role play them often;
- encourage *every child every day* and send positive notes home frequently.

RECOGNITION OF APPROPRIATE BEHAVIOURS

- In managing children's behaviour, it is essential that a balanced approach be followed.
- An over-reliance on limit setting/undesirable consequences is adopting a hostile approach to children, is in no one's best interest and is likely to result in ineffective management.
- The crucial factor in managing behaviour is what we do, when children exhibit appropriate behaviour.
- We believe that acknowledging appropriate behaviour is not only a proactive strategy to prevent inappropriate behaviour, but also a tool that encourages and builds a child's self worth and self-esteem.
- Rewards should be age appropriate and valued by students
- Positives should never be taken away for misbehaviour.
- A combination of individual, group/whole class recognition should be implemented.
- Students should earn rewards within a realistic timeframe.