



RICHMOND STATE SCHOOL

Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

February 2017



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1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Richmond State School, we are 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.

At Richmond State School, we aim to develop a culture within our school and wider community which encourages students to make positive behaviour choices that are responsible, respectful and ethical.

Our school is committed to providing a positive school environment which maximises the educational opportunities for all students by teaching an inclusive and engaging curriculum and developing respectful relationships. To this end, we ensure that staff expertise is progressively developed and valued. Positive behaviour is the responsibility of the whole school community with all key stakeholders being actively involved. It aligns with the 'Values for Australian Schooling' as outlined in the National Framework and the Queensland Government's Learning and Wellbeing framework.

This Responsible Behaviour Plan for Students is one aspect of our total school plan and 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. These standards are linked to transparent, accountable and fair processes, interventions and consequences.

This plan outlines how positive outcomes are encouraged for all members of our school community and the process of how positive behaviours will be delivered.

Our school plan aligns with and supports the Education Queensland Code of School Behaviour. Our plan is built around fostering positive behaviour throughout the school.

2. Consultation and data review

Richmond State School developed this plan in collaboration with the school community during 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013 – 2016 also informed the development process.

To update the policy a broad consultation with parents, staff and students was undertaken through Parents and Citizens meetings held in term 3 and 4 of 2016.

The plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director (Schools) in February 2017, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

The Richmond State School community is committed to ensuring all of its students achieve to the best of their ability by ensuring they are within a safe, supportive and disciplined learning environment.

All areas of Richmond State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We acknowledge that for a behaviour management plan to be effective, there must be total support from community, parents, school staff and students. We are also aware that there are many 'outside' influences that have an effect on student behaviour.

Our Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. All school community members have clear and consistent expectations and understanding of their role in the educational process to ensure a safe, supportive and disciplined environment.



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Modelling appropriate behaviour for school and teaching behaviour expectations is a fundamental aspect of the *Positive Behaviour for Learning* program. This program supports our Code of School Behaviour, our *Learning and Wellbeing Framework* and our implementation of the school's behaviour expectations to ensure that all students and staff members are receiving the same message.

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

- Be Respectful;
- Be Responsible;
- Be a Learner;

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

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Richmond State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations provides universal behaviour support, is designed to prevent problem behaviours and provides a framework for responding to unacceptable behaviour.

As well as this, Richmond State School believes responsible behaviour starts in a supportive classroom. Teachers use the ***Essential Skills for Classroom Management*** to ensure a successful classroom management plan hinging on knowledge of positive, supportive strategies of expectation, acknowledgement and correction to help maintain a calm, fair and consistent environment. The skills include:

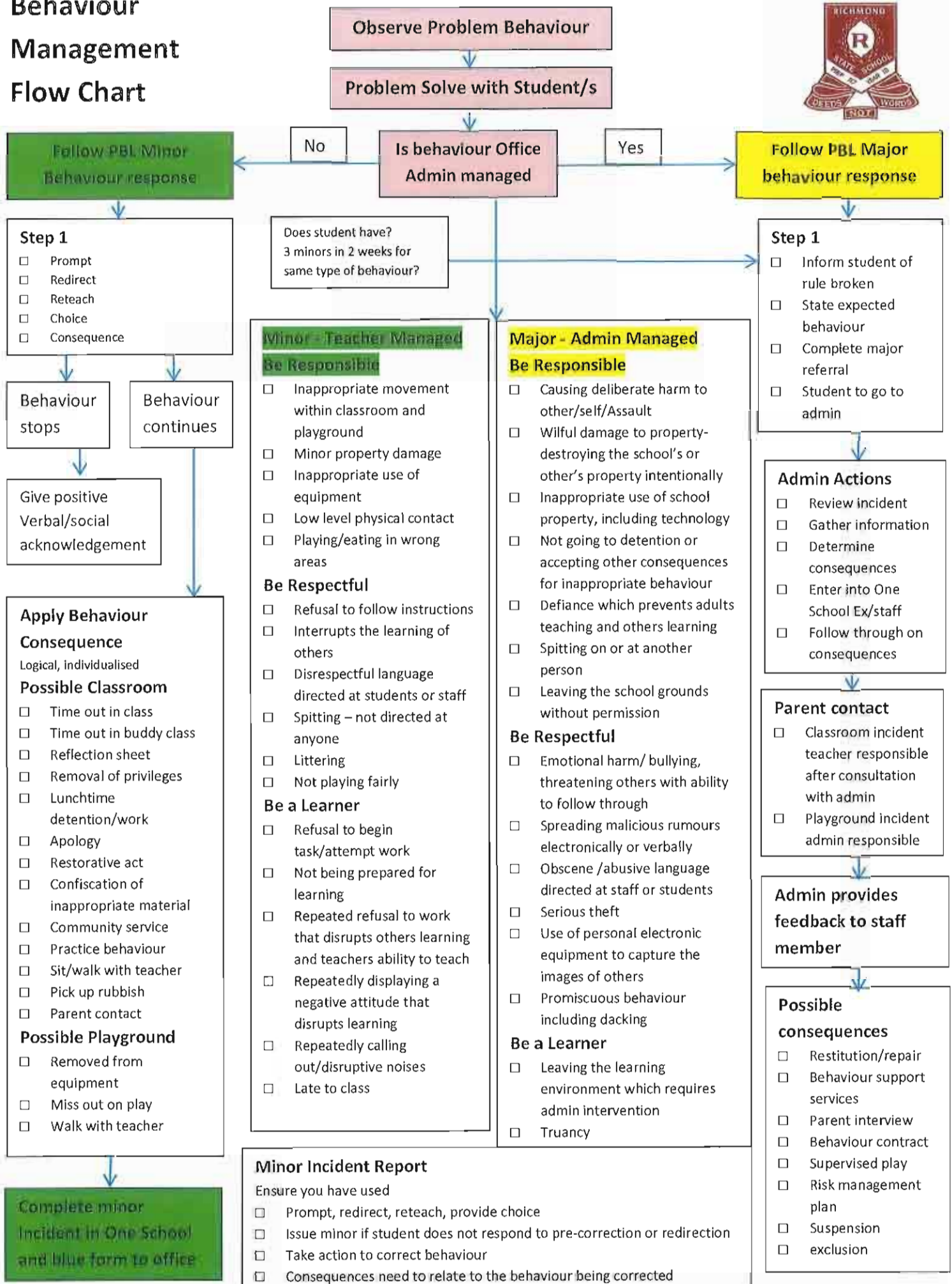
- establishing expectations;
- giving instructions;
- waiting and scanning;
- cueing with parallel acknowledgment;
- body language encouraging;
- descriptive encouraging;
- selective attending;
- redirecting to the learning;
- giving a choice; and
- following through.

School staff engage in annual training in ESCM. A staff member is a trained profiler and as needs are identified, staff engage in profiling to attain feedback about positive classroom management.

The school Positive Behaviour Team meet fortnightly to discuss data, identify areas of concern or students who may require individualised support. The development and implementation of these plans is the responsibility of the classroom teacher, Students with Disabilities (SWD) teacher, Principal and where necessary the Guidance Officer.

The flowchart below outlines the overall process for facilitating standards of positive behaviour and responding to unacceptable behaviour at Richmond State School.

Behaviour Management Flow Chart



Follow PBL Minor Behaviour response

- Step 1**
- Prompt
 - Redirect
 - Reteach
 - Choice
 - Consequence

Behaviour stops Behaviour continues

Give positive Verbal/social acknowledgement

- Apply Behaviour Consequence**
Logical, individualised
- Possible Classroom**
- Time out in class
 - Time out in buddy class
 - Reflection sheet
 - Removal of privileges
 - Lunchtime detention/work
 - Apology
 - Restorative act
 - Confiscation of inappropriate material
 - Community service
 - Practice behaviour
 - Sit/walk with teacher
 - Pick up rubbish
 - Parent contact
- Possible Playground**
- Removed from equipment
 - Miss out on play
 - Walk with teacher

Complete minor Incident in One School and blue form to office

Observe Problem Behaviour

Problem Solve with Student/s

Is behaviour Office Admin managed?

Follow PBL Major behaviour response

Does student have 3 minors in 2 weeks for same type of behaviour?

- Minor - Teacher Managed Be Responsible**
- Inappropriate movement within classroom and playground
 - Minor property damage
 - Inappropriate use of equipment
 - Low level physical contact
 - Playing/eating in wrong areas
- Be Respectful**
- Refusal to follow instructions
 - Interrupts the learning of others
 - Disrespectful language directed at students or staff
 - Spitting – not directed at anyone
 - Littering
 - Not playing fairly
- Be a Learner**
- Refusal to begin task/attempt work
 - Not being prepared for learning
 - Repeated refusal to work that disrupts others learning and teachers ability to teach
 - Repeatedly displaying a negative attitude that disrupts learning
 - Repeatedly calling out/disruptive noises
 - Late to class

- Major - Admin Managed Be Responsible**
- Causing deliberate harm to other/self/Assault
 - Wilful damage to property-destroying the school's or other's property intentionally
 - Inappropriate use of school property, including technology
 - Not going to detention or accepting other consequences for inappropriate behaviour
 - Defiance which prevents adults teaching and others learning
 - Spitting on or at another person
 - Leaving the school grounds without permission
- Be Respectful**
- Emotional harm/ bullying, threatening others with ability to follow through
 - Spreading malicious rumours electronically or verbally
 - Obscene /abusive language directed at staff or students
 - Serious theft
 - Use of personal electronic equipment to capture the images of others
 - Promiscuous behaviour including dacking
- Be a Learner**
- Leaving the learning environment which requires admin intervention
 - Truancy

- Step 1**
- Inform student of rule broken
 - State expected behaviour
 - Complete major referral
 - Student to go to admin

- Admin Actions**
- Review incident
 - Gather information
 - Determine consequences
 - Enter into One School Ex/staff
 - Follow through on consequences

- Parent contact**
- Classroom incident teacher responsible after consultation with admin
 - Playground incident admin responsible

Admin provides feedback to staff member

- Possible consequences**
- Restitution/repair
 - Behaviour support services
 - Parent interview
 - Behaviour contract
 - Supervised play
 - Risk management plan
 - Suspension
 - exclusion

- Minor Incident Report**
Ensure you have used
- Prompt, redirect, reteach, provide choice
 - Issue minor if student does not respond to pre-correction or redirection
 - Take action to correct behaviour
 - Consequences need to relate to the behaviour being corrected

Response to ALL student problem behaviour is: Calm, consistent, brief, immediate, respectful and private



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Universal behaviour support

Our whole school approach shapes, supports and recognises appropriate behaviours in all students.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of **universal**, **targeted** and **intensive** supports.

Universal (GREEN ZONE)

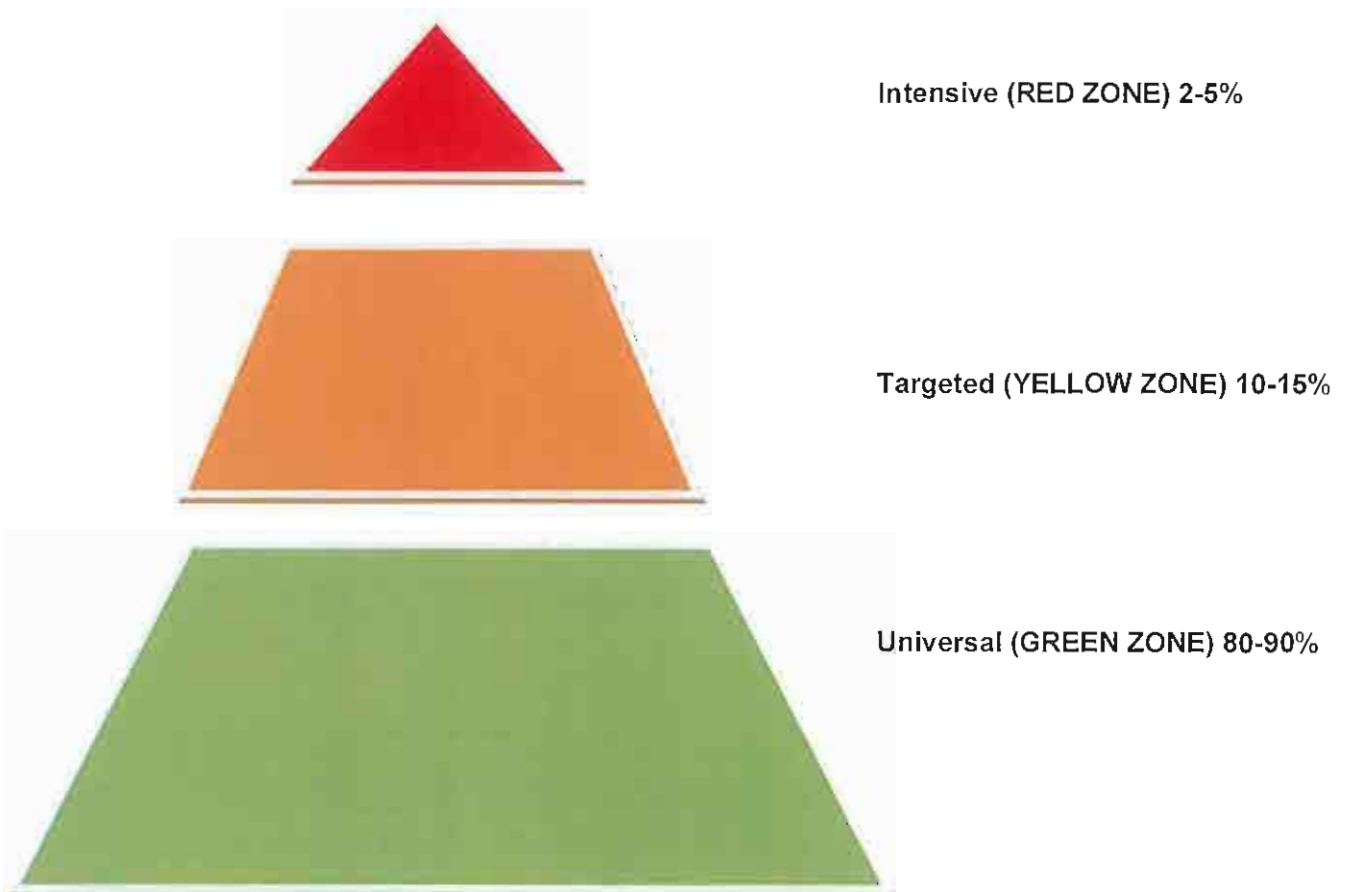
In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

Targeted (YELLOW ZONE)

In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Intensive (RED ZONE)

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.





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

- school wide expectations; *Be Responsible, Be Respectful and Be a Learner* are promoted in every setting across the school;
- whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations;
- sharing and acknowledging successes – Student of the week (certificates, letters to parents, newsletter), Awards Night presentations; Happy Vouchers, Term Rewards Day, weekly celebrations on whole school parades;
- Principal leads the explicit promotion of school culture;
- staff model and promote the school culture utilising the power of language;
- comprehensive induction programs delivered to new students at enrolment as well as all new and relief staff;
- quality education, inclusive of all student needs and abilities;
- classroom management and professional development; and
- authentic community participation.

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

At Richmond State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and providing a framework for responding to unacceptable behaviour.

Our approach is based on a number of guiding principles:

- clear **expectations** for student behaviour;
- clear and consistent strategies for **teaching** appropriate behaviour;
- clear and consistent strategies to **encourage appropriate** behaviour; and
- clear and consistent consequences that **discourage inappropriate** behaviour.

At Richmond State School, teachers develop classroom management plans in line with the School Behaviour Matrix and positive and negative consequences. This is discussed with students at the beginning of the school year and revisited during the terms. Once completed at the start of each school year, copies are sent to the principal and parents/caregivers.

Teachers can further develop universal behaviour support by ensuring:

- lessons are well planned and resources are organised and available;
- the classroom is intentionally inviting;
- classroom instruction are clear, routines are orderly and well established, and smooth lesson transitions are in place;
- lesson organisation, learning activities and materials cater for the individual needs of students
- classroom rules are understood, fair and consistent; and
- rapport and respect exists between students and teachers.

Targeted behaviour support

At times, groups of students or individuals are identified as needing targeted behaviour support through the analysis of OneSchool behaviour data. Behaviour of these students may not be immediately regarded as severe; however the frequency of their behaviours may put students' learning and social success at risk if not addressed in a timely manner.

Targeted behaviour support occurs where children consistently breach Richmond State School's Responsible Behaviour Plan for Students and school and classroom rules. Richmond State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:



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- use of OneSchool behavioural data to accurately identify students requiring targeted support;
- in-school referral process for teachers seeking assistance to support students with targeted-level needs;
- team approach to supporting students on targeted support programs;
- use of data-based criteria for evaluation and exit from targeted support program;
- making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring);
- whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations;
- using Essential Skills in Classroom Management (e.g. non-verbals, selective attending) to avoid confrontational situations;
- using support staff to respond to student needs – curriculum support including ST:LaN, teacher aides – through modified programming;
- whole school commitment to dealing with inappropriate behaviours e.g. time out, buddy class, minor incident reporting, parent notification, detention room, home for 'cool off' and incident reports are some of the processes used both in the classroom and playground;
- referrals made through Admin Team for students requiring additional support
- consultation with parents – may include individual behaviour plan, monitoring card, teacher interview, contracts; and
- structured lunchtime activities.

Intensive behaviour support

Students that have progressed through the above universal and targeted behaviour support levels, or exhibit extreme levels of unacceptable behaviour are referred to the administration team.

While Richmond State School uses proactive and preventive approaches, certain types of behaviour are unacceptable and the consequence of such behaviour choices can result in suspension or exclusion. These steps are only considered when all else has been exhausted or under extreme circumstances.

OneSchool behaviour data is analysed to accurately identify students requiring individualised support through:

- whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations, individual education plans;
- counselling and consultation with student and parents;
- behaviour monitoring cards – students report to Administration team member daily;
- Individual Behaviour Support Plans (ISBP) developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- in-school referral process for teachers seeking assistance to support students with intensive-level needs;
- flexible and or alternative learning options;
- use of regional behaviour support options;
- liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health);
- students receiving support or working on a program – Guidance Officer, Medicare Local, Centacare Counselling Services, Youth Support Officer, Department of Communities, Adopt-a-Cop;
- withdrawal from class and loss of privileges;
- formal suspension (short suspension 1-10 days) or (long suspension 11-20 days); and
- formal exclusion.

5. Emergency responses or critical incidents

Under extreme circumstances or emergency response conditions the schools Critical Incidents Management Plan would be enacted.

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.



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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.

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.



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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.

Debriefing after an Incident

Time spent on debriefing can be effective part of the recovery process. Debriefing will take place as soon as possible after an incident. It is important that the environment has returned to a calm state.

The purpose of debriefing is to:

- Support those involved in a crisis situation (provide professional assistance if necessary); and
- To provide an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through.

Students also need to be involved in the debriefing process. Students can either write or draw what happened.

Risk Management

Risk management is a process of systematically eliminating or minimising the adverse impact of the behaviour potential of some students that may give rise to dangerous situations.

This process will involve a thorough analysis of the student's behaviour history so that unacceptable risk factors can be identified, removed, avoided or suitably controlled. This process will include risk identification to establish the range of risks and hazards, both actual and potential.

To identify risks and safety concerns or potential dangers the main causal factors are taken into consideration. For example:

- the physical and emotional needs of the student, including students with disabilities and students with special mediation needs;
- the expertise and experience of staff and students including their strengths and limitations;
- age of student; and
- how to manage an emergency situation.

Record keeping

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

- Physical Intervention Incident Report; and
- Debriefing Report.

6. Consequences for unacceptable behaviour

At Richmond State School, consequences for negative behaviour are developed with the student at the time of the incident. Where possible the consequence should be logically linked to the unacceptable behaviour exhibited.

The processes for facilitating standards of positive behaviour and responding to unacceptable behaviour also indicate a possible consequence flow for unacceptable behaviours.

Richmond State School

Minor Incidences/ Consequences

Infringement of RESPONSIBILITY expectations

- Inappropriate movement within classroom and playground – for example:
 - Leaving classroom without permission
 - Pushing over furniture
 - Rocking /sitting inappropriately on chairs
 - Running around classroom
 - Running on concrete
- Minor property damage eg Drawing on desks – for example:
 - Persistent drawing on books/ stationary
 - Damaging own work / property
 - Repeatedly sitting on port racks or low rails
 - Inappropriate use of equipment – for example:
 - Off task use of computer
 - Use of personal electronic equipment such as iPhone /iPad during class
 - Throwing projectiles
- Low level physical contact – for example:
 - Hitting others with objects such as hats
 - Incidental physical contact that has become dangerous – during horse play, pushing /grabbing during play
 - One off incidents of low level hitting / kicking
- Playing / eating in wrong areas – for example:
 - Repeatedly being in wrong play area / out of bounds areas/ toilets
 - Climbing trees

Infringement of RESPECTFUL expectations

- Refusal to follow instructions – for example:
 - Repeatedly not responding to adult redirection
 - Not following classroom procedure / routine
 - Walking off when being spoken to by an adult
- Interrupts the learning of others / Distracting others repeatedly
- Disrespectful language directed at students or at staff – for example:
 - Repeated inappropriate language amongst peers
 - Back chatting- short exchange to state case
 - Repeated teasing / name calling
 - Swearing
 - Threatening others – no intention / ability to follow through
- Spitting (not directed at anyone)
- Littering
- Not playing fairly / sharing – for example:
 - Displaying bad sportsmanship- not accepting decisions, being nasty about not including others

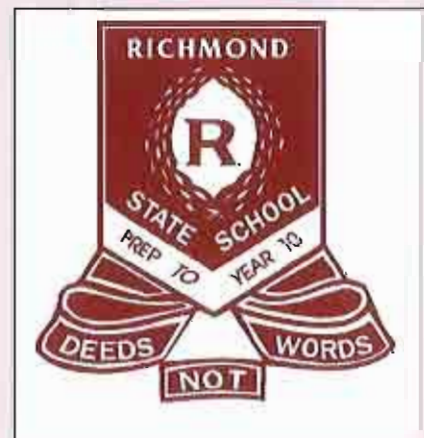
Infringement of LEARNING expectations

- Refusal to begin task / attempt work – for example
 - Avoid work
 - Refusing to work
 - Off task
- Not being prepared for learning – for example:
 - Repeatedly being unprepared for learning with intent to actively avoid work
 - Taking too much time to get organised
 - Taking too long to begin a task
 - Not having equipment ready
- Repeated refusal to work that disrupts others learning and teachers ability to teach
- Repeatedly displaying a negative attitude that disrupts learning
- Repeated calling out / disrupting noises(interrupting learning)
- Late to class

Possible Consequences

- Use of Essential Skills for Classroom Management (ESCM)
 - Prompt
 - Redirect
 - Reteach
 - Choice
 - Consequence
- Time out in class
- Time out in buddy class
- Reflection sheet
- Removal of privileges(not rewards)
- Lunchtime detention/work completed (teacher managed)
- Apology – 3 step what, why, next time and restorative act
- Restorative action
- Confiscation of inappropriate material
- Community service, cleaning up mess they made
- Practice acceptable behaviour
- Sit/walk with teacher
- Picking up rubbish
- Removed from/unable to use equipment
- Repositioning of student
- Miss out on playtime
- Possible use of behaviour monitoring card
- Parent contacted

Three minor incidences of a similar nature will lead to the next incidence being a major.



Major Incidence / Consequences

Major (With intent or purpose)

Three minor incidences of a similar nature = major

Infringement of RESPONSIBILITY expectations

- Causing deliberate harm to other and self / Assault – for example:
 - Physically assaulting another person – punching / kicking with force and intent
 - Sexual harassment
 - Throwing objects with intent to cause injury/harm/intimidation
 - Climbing buildings – placing self or others in danger
 - Use of weapons or threatening with items that may be used as weapons
 - Possession of tobacco products
 - Possessions, use or under the influence of illicit drugs, alcohol or volatile substances
- Wilful damage to property - Destroying /damaging the school's or others' property (intentional)
- Inappropriate use of school property, including technology – for example:
 - Accessing pornographic material
 - Tampering with hardware
- Not going to detention or accepting other consequences for inappropriate behaviour
- Defiance which prevents adults teaching and others learning – not going to buddy classroom when directed
- Spitting on or at another person
- Leaving the school grounds without permission

Infringement of RESPECTFUL expectations

- Emotional harm / bullying, threatening others
- Spreading malicious rumours electronically or verbally
- Obscene / abusive language directed at staff or students – for example
 - Swearing at an adult or student (anger based)
 - Racist comments with intent to upset / harm
 - Sexual comments with intent to upset / harm
 - Threatening others with intent / ability to follow through
 - Ongoing arguing / yelling at an adult
- Serious theft
- Use of personal electronic equipment to capture the images of others
- Promiscuous behaviours including dacking

Infringement of LEARNING expectations

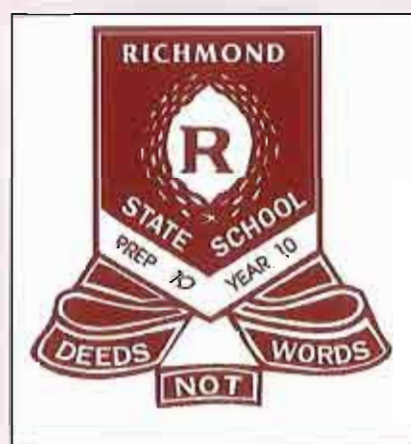
- Leaving learning environment which requires administration intervention (looking for student)
- Truancy

Possible Consequences

- Conference with student
- Removal to the office and or close supervision
- Time in the office
- In school suspension
- Removal from school events
- Lunch time social skills sessions
- Parent Contact
 - Classroom incidents will be the classroom teacher's responsibility
 - Playground incidents will be the responsibility of admin or the person who investigated the incident (not Teacher Aides)
- Suspension 1-10 days or 11-20 days
 - Principal will contact parents
 - Principal will notify classroom teacher
 - Classroom teacher will provide work for the student
- Exclusion
 - Principal will notify parents in writing

May also include

- Restitution – apology or repair damage
- Further behaviour support services
- Behaviour Contract/Supervised play
- Individual Behaviour Support Plan
- Risk Management Plan





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Responding to Unacceptable Behaviours

Our Responsible Behaviour Plan endeavours to provide a framework for the pro-active interactions between teachers and students with an Education focus leading to the development of self-managing individuals. However, where a pattern of inappropriate behaviour on the part of an individual student becomes evident, or an instance of inappropriate behaviour is especially significant or serious, a consistent and coherent process of response has been established i.e. a process for the management of inappropriate behaviour. This process exists as a demonstration of duty-of-care to the benefit of individual students in balance with preserving the collective rights of others. Our plan recognises and reinforces that there are always consequences arising from our actions and decisions.

The following levels of intervention are not necessarily 'lock-step' i.e. progression from one level to the next will depend upon a range of factors, not least being the seriousness of an incident and the impact of the incident upon the safety, welfare and learning/work environment of others. Each level indicates required actions and processes in order to provide 'quality assurance' that all reasonable measures have been taken to address issues of concern and to prevent escalation.

1. Positive Supportive Strategies

Use Essential Skills of Classroom Management such as descriptive encouraging, cueing, selective attending, non-verbal reminders, individual close talk, verbal redirection to learning etc. Student referred to correct behaviour, e.g. Classroom Expectations and consequences.

2. Relocation within Classroom

If student continues to be disruptive, direct them to continue work or complete a reflection task at a separate table or location within classroom. Student remains under supervision of class teacher.

3. Withdrawal from Classroom

Buddy Timeout Sheet sent to Buddy Teacher to check availability of Buddy Teacher/Classroom. Withdrawal to timeout in Buddy Classroom takes place under the supervision of Buddy Teacher where student completes current class work. Withdrawal is for a maximum period of 15 minutes. Parents may be notified.

4. Request for Administration Support

For ongoing unacceptable or disruptive behaviour, a teacher aide or student can be sent to the office to request Administration support. Incident Report needs to be completed by teacher or staff member at the end of the session or school day.

5. Withdrawal to Office

Administration follow-up may involve a 'cooling off' period in the Office area.

6. Parent Notification

Parent/s notified of situation. Consequences for individual students negotiated between parent/s and administration. Warning letter, home visit or phone call.

7. Student Behaviour Conference

Student behaviour conference negotiated between student, teacher, administration and parent/carer (if possible).

Student's Behaviour Record discussed and Individual Student Behaviour Management Plan agreed with a focus on particular behaviours of concern. Follow up may include the completion of Student Monitoring Card for 5 days.

8. Suspension

This is implemented in line with the Education Queensland policy Safe, Supportive and Disciplined School Environment. Suspensions are an exclusion from the school premises for a brief period of time only. School work will be provided upon request for students suspended for one to ten days. Access to a program of instruction will be provided for all students suspended from the school for a period longer than twenty days. This is to support continuation of their education. Parents will be contacted re suspensions as per Education (General Provisions) Act EGPA 2006 Section 285. Student Disciplinary Absences (SDA) will only be used after all other responses with due consideration for the welfare and safety of other students and staff.



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9. Recommendation for Exclusion

The focus at Richmond State School is on proactive and whole school intervention programs. However, it does recognise that certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence is only used after consideration has been given to all other responses and the unique circumstances of the situation have been considered.

A student may be suspended with a proposal/recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

Recommendation for Exclusion is implemented in line with the Education Queensland policy Safe, Supportive and Disciplined School Environment.

10. Grounds for Cancellation of Enrolment

The enrolment of a post compulsory age student may be cancelled if the behaviour of the student of post compulsory school age amounts to a refusal to participate in the educational program provided at the school.

NOTES:

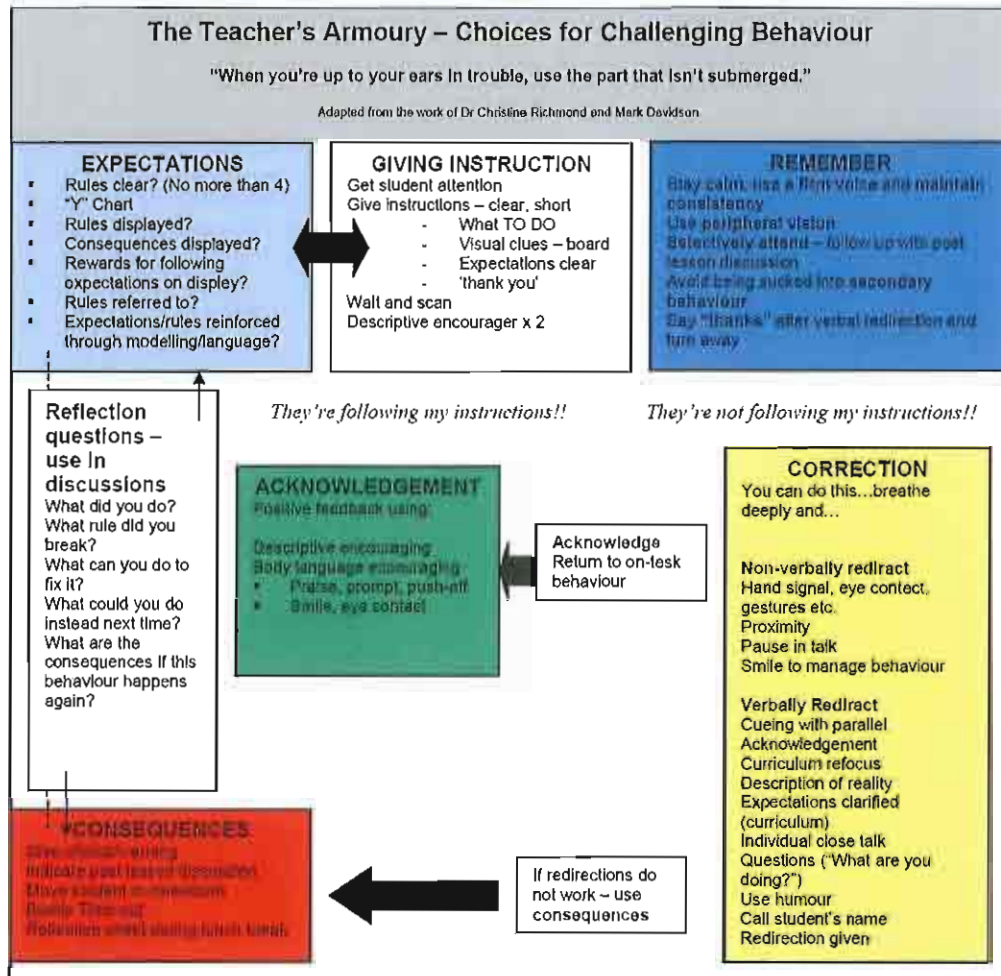
- a. Teachers are required to keep behaviour records for students who demonstrate ongoing inappropriate behaviour. Teachers can contact parents/carers and arrange interviews at school or home if disruptive/unacceptable class behaviour continues.
- b. Ongoing misbehaviour in the classroom or playground will require an incident report from the teacher.
- c. Students need to be informed of the range of possible consequences (see minor and major chart) for their actions.
- d. Students involved in an act of violence or swearing directly at a school staff member will be placed on an immediate Administration Referral. Staff Member needs to complete an Incident Report as soon as possible.
- e. Administration will determine the extent of the consequences for student misbehaviour by taking into account any mitigating circumstances, student age, student behaviour record, number/length of previous suspensions etc.
- f. Individual Positive Behaviour Support Plans (IPBS) If a student is identified as exhibiting a high incidence of target behaviours and it is deemed appropriate, an IPBS plan is to be developed to effect change in behaviour.
- g. Administration will refer to the *Principal's Action Flow Chart – Suspension, Cancellation of Enrolment*.
- h. Students who have been suspended are not eligible to attend excursions, represent the school in sporting events or other outings for 10 weeks following suspension. However, if all class sessions indicate appropriate behaviour on behaviour monitoring card in the first week (5 school days) returning from suspension, the 10 week exclusion from extra-curricular activities may be reduced by one week. This may continue with each passing week of appropriate behaviour, reducing the term of exclusion by a week, so that a possible 5 week total may become the reduced length of exclusion. Should the behaviour monitoring card indicate inappropriate behaviour, this opportunity is revoked and the initial date of the 10 week exclusion period reinstated.



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7. Network of student support

Students at Richmond 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;
- School Chaplain;
- local Police Officer; and
- School Based Youth Health Nurse.

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

- Queensland Health;
- Department of Communities (Child Safety and Disability Services);
- Centrecare;
- Police;
- Local Council;
- Disability Services Queensland;
- Child and Youth Mental Health;
- Medicare Local;
- Commission for Children and Young People; and
- Centacare Counselling.



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Online support:

Cybersmart online cyber safety training

<http://www.cybersmart.gov.au/>

Budd-e: stay smart online

<https://budd-e.staysmartonline.gov.au/>

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.

Richmond 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 students' age, gender, disability, cultural background, socioeconomic situation, previous behaviour record/ history, severity of the incident, amount of reliable evidence, degree of provocation, intent of the action and emotional state.

9. Related legislation

Legislation

Education (General Provisions) Act 2006 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>

Education (General Provisions) Regulation 2006 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/E/EducGenPrR06.pdf>

Disability Standards for Education 2005 (Cth) (<http://www.comlaw.gov.au/Details/F2005L00767>)

Disability Discrimination and Other Human Rights Legislation Amendment Act 2009 (Cth)

<http://www.comlaw.gov.au/Details/C2011C00175>

Anti-Discrimination Act 1991 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf>

Child Protection Act 1999 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>

Commission for Children and Young People Act 2000 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/C/CommisChildA00.pdf>

Criminal Code Act 1899 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf>

Judicial Review Act 1991 (Queensland)

<https://www.legislation.qld.gov.au/LEGISLTN/ACTS/1991/91AC100.pdf>

Work Health and Safety Act 2011 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/W/WorkHSA11.pdf>

Work Health and Safety Regulation 2011 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/J/JudicialRevA91.pdf>

Right to Information Act 2009 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/R/RightInfoA09.pdf>

Information Privacy Act 2009 (Queensland)

<http://www.legislation.Queensland.gov.au/LEGISLTN/CURRENT/I/InfoPrivA09.pdf>

Information Sharing Under Child Protection Act 1999

<http://ppr.det.qld.gov.au/education/community/Pages/Information-Sharing-Under-Child-Protection-Act-1999.aspx>

10. Related policies

Code of School Behaviour

<http://education.Queensland.gov.au/publication/production/reports/pdfs/code-school-behaviour-a4.pdf>

Inclusive Education



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<http://ppr.det.Queensland.gov.au/education/learning/Pages/Inclusive-Education.aspx>

Enrolment in State Primary, Secondary and Special Schools DETE Code of Conduct Standard of Practice

<http://ppr.det.Queensland.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx>

Student Dress Code

<http://ppr.det.Queensland.gov.au/education/management/Pages/Student-Dress-Code.aspx>

Acceptable Use of the Department's Information, Communication and Technology

[http://ppr.det.Queensland.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-\(ICT\)-Network-and-Systems.aspx](http://ppr.det.Queensland.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx)

Managing Electronic Identities and Identity Management

<http://ppr.det.Queensland.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx>

Student Protection

<http://ppr.det.Queensland.gov.au/education/community/Pages/Student-Protection.aspx>

Disclosing Student Personal Information to the Queensland Police Service

<http://ppr.det.Queensland.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx>

Appropriate Use of Mobile Telephones and Other Electronic Equipment by Students

<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>

Refusal to Enrol: Risk to Safety or Wellbeing

<http://ppr.det.Queensland.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>

Risk Management

<http://ppr.det.Queensland.gov.au/corp/governance/Pages/Risk-Management.aspx>

Hostile People on School Premises, Wilful Disturbance and Trespass

<http://ppr.det.Queensland.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx>

Safe, Supportive and Disciplined School Environment

<http://ppr.det.Queensland.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>

Police interviews and Police or staff searches at State educational institutions

<http://ppr.det.Queensland.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx>

Decision-making and Responding to a Request for Reasons for a Decision

<http://ppr.det.Queensland.gov.au/corp/governance/Pages/Decision-making-and-Responding-to-a-Request-for-Reasons-for-a-Decision.aspx>

Providing access to departmental information

<http://ppr.det.Queensland.gov.au/corp/ict/management/Pages/Providing-Access-to-Departmental-Information.aspx>

Temporary Removal of Student Property by School Staff

<http://ppr.det.Queensland.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

11. Some related resources

National Safe Schools Framework

<http://education.Queensland.gov.au/student-services/behaviour/resources/nssf.html>

Calmer Classrooms

<https://team.oneportal.deta.qld.gov.au/sites/Glasshousebehaviour/Document%20Library/Social%20and%20Emotional%20Learning/Calmer%20Classrooms.pdf>

Classroom Profiling

<http://www.learningplace.com.au/defaultga2.asp?orgid=89&suborgid=611>

Individual Risk Management Plan

<https://team.oneportal.deta.qld.gov.au/sites/Glasshousebehaviour/Document%20Library/Risk%20Management/Risk%20Management%20-%20John%20Mayes.pdf>

Learning and Wellbeing Framework

<http://deta.Queensland.gov.au/initiatives/learningandwellbeing/>



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National Framework for Values Education in Australian Schools

<http://www.valueseducation.edu.au/values/NationalFrameworkforValues>

Bullying. No Way!

www.bullyingnoway.com.au

MindMatters

<http://www.mindmatters.edu.au/default.asp>

School Wide Positive Behaviour Support

http://www.learningplace.com.au/default_community.asp?orgid=126andsuborgid=228

Code of Conduct for School Students Travelling on Buses

<http://www.tmr.Queensland.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>

CPI Non Violent Crisis Intervention

<http://www.crisisprevention.com/>

Richmond State School Website

<https://richmondss.eq.edu.au/Pages/default.aspx>

Attachments:

- Appendix 1 Bullying. It's Not Part of Our Culture
- Appendix 2 Use of Personal Technology Devices at School
- Appendix 3 Positive Behaviour Matrix
- Appendix 4 Richmond State School Behaviour Incident Report Slip
- Appendix 5 Infraction Definitions

Endorsement

Principal

P&C President

Assistant Regional
Director

Date Effective

from

to



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Appendix 1

BULLYING IS NOT PART OF OUR CULTURE

Bullying (including cyber bullying) is the recurring pattern of behaviour that hurts, threatens or frightens someone else. Bullying can be physical, verbal or emotional. Bullying is learned and can be unlearned.

Cyber bullying refers to people using electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others.

The main forms of cyber bullying are identified as:

- **flaming:** online fights using electronic messages with angry or vulgar messages;
- **harassment:** repeatedly sending nasty, mean or insulting messages;
- **denigration:** posting or sending gossip or rumours about a person to damage his/her reputation or friendships;
- **outing:** sharing someone's secrets or embarrassing information or images online;
- **exclusion:** intentionally and cruelly excluding someone from an online group; and
- **cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.

Purpose

At Richmond State School, we believe that every member of our school community has great individual worth which should be recognised and respected. As educators, we want to actively promote the concept of the individual dignity, which will become a life-long value. The school community will be pro-active in eliminating bullying behaviour. The goal is not to label or humiliate students who bully; rather it is to help them stop using bullying behaviours.

Roles and Responsibilities

School Staff:

- take all reasonable steps to prevent bullying from occurring in the school;
- co-ordinate collection of information of this type of behaviour – incident reports;
- make referrals to Guidance Officer;
- support victims;
- inform parents (both victims and bullies) of the incident;
- consequences as per Responsible Behaviour Plan;
- provide a range of lunchtime activities and areas for students;
- regularly discuss bullying behaviour, ways of dealing with it, why people bully and the consequences of bullying;
- do not use the label 'bully', instead focus on the inappropriate behaviour; and
- participate in focussed professional development re. Bullying.

Guidance Officer:

- counsel both victims and bullies;
- work with family members; and
- run programs with classes and/or small groups e.g. '*Bullying. No Way!*'

Parents:

- to be informed about incidents of bullying involving their child (victim and bully) and asked to provide support;
- model appropriate behaviour at all times;
- support the school's philosophy;
- watch for signs of your child being bullied;
- encourage your child to adopt the anti-bullying strategies taught at school;
- instruct your child to immediately tell a teacher or support staff if they are bullied; and
- inform the school immediately of any suspected bullying.



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Students – Individually and as a group:

- make it plain to the bully that bullying is not acceptable at our school;
- initially use appropriate responses to solve the problem (e.g. walk away);
- seek intervention by reporting bullying to a teacher, support staff or parent;
- demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied; and
- Never ignore the situation.

Options for teachers witnessing bullying behaviour:

- report all incidents (minor and major) on an *Incident Report*;
- reassure the victims – don't make them feel inadequate or foolish;
- offer concrete help, advice or support;
- make it plain to the bully that you disapprove of their behaviour;
- encourage the bully to see the victim's point of view;
- impose consequences for the bully – be conscious of the role of aggression;
- refer the bullying incident to the Guidance Officer for alternative strategies or extra support;
- model appropriate behaviour at all times;
- reassure the individual that bullying is unacceptable listen to the student and ask what you can do to help;
- act appropriately to the student's concern; and
- provide advice, *intervene* and monitor.

Options for those subjected to bullying:

- ask the offending person to stop;
- approach a supportive person for advice e.g. Teacher, Teacher Aide; and
- take the complaint directly to the Head of Department, Deputy Principal or Principal.

Why is Bullying a Curriculum Issue?

Students need to know about bullying so that they:

- know what to do if they are bullied or they observe others being bullied; and
- will not be responsible for bullying others.

To prevent bullying occurring in the future, students need to learn within the curriculum about:

- reasons and motives behind bullying behaviour;
- what type of behaviour may constitute bullying; and
- skills for dealing with conflicts and learning to protect themselves.

Communicating the Policy:

- parents – informed about the policy in regular articles at the start of the year – new enrolments given a copy of the Responsible Behaviour Plan;
- staff – every staff member to receive a copy of the Responsible Behaviour Plan, discussed at induction sessions and revisited at staff meetings; and
- students – to be reminded of policy regularly, both in class and as a part of School-Wide Positive Behaviour Support Tracks Social Skilling program.

Range of Bullying Resources Available includes:

- Bully Blockin, Evelyn Field (TR 371.5 FIE);
- Bullying: A Whole School Approach. Amelia Suckling & Karla Temple (TR 371.5 SUC);
- Bullying: Blackline Masters-Lower, Middle and Upper Primary. RIC Publication (TR 371.5 SUC);
- The Positive Playground, Martin Van Der Kley (TR 371.5 VAN);
- Assertive Discipline for Secondary School Educators, Lee Canter (TR 371.5 CAN);
- Behaviour Documentation Log , Lee Canter (TR 371.5 CAN);
- The Bully Free Classroom (TR 371.5 BEA);
- Stop Bullying! Video and Teacher Notes (VID 305 MEN);
- Bullying. No Way! Video Kit (RAC 305 DPT);



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- Bullying in Schools (VID 395 VID); and
- Dealing with Bullying (TR 305 SOL).

- **Online Resources:**
- Cybersmart online cyber safety training
<http://www.cybersmart.gov.au/>
- Budd-e: stay smart online
<https://budd-e.staysmartonline.gov.au/>



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Appendix 2

THE USE OF PERSONAL TECHNOLOGY DEVICES* AT RICHMOND STATE 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, mobile phones or MP3 players to school as there is a risk of damage or theft. Breaches of this prohibition may result in discipline.

Confiscation

If brought to school such devices will be confiscated by school staff and 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.

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 directly.

Students who have a personal technology device confiscated **more than once** will not be permitted to collect their property. A parent must collect the device from the office.

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 (for use after school hours), they must be left in the office **before school** and be collected at **2.30pm**.

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 Richmond 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 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 for educational purposes.

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.

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

Students involved in:



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- 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 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 QUEENSLAND POLICE SERVICE. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

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

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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

Special Circumstances Arrangement

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means, recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.



Richmond State School

Behaviour Expectations



	Be Responsible	Be Respectful	Be a Learner
All School Settings	<ul style="list-style-type: none"> Be punctual Follow instructions first time, every time Keep hands, feet and objects to yourself Make safe choices Walk calmly and quietly around the school Use equipment and resources correctly Be responsible for your choices 	<ul style="list-style-type: none"> Listen to others Look after school, your own and others property Speak politely and positively to all people Keep all areas clean and tidy Accept others differences 	<ul style="list-style-type: none"> Be an active participant Listen carefully Manage your time effectively Be a problem solver
In the Classrooms	<ul style="list-style-type: none"> Be prepared and ready for learning All work is done on time and to a high standard Use all equipment in the right way Walk inside classrooms Only be in the classroom with a staff member Be honest 	<ul style="list-style-type: none"> Let everyone learn Value everyone's contributions Use kind words, in a kind voice, in a kind way Always listen and follow directions Keep all equipment neat and organised 	<ul style="list-style-type: none"> Be organised for learning Always try to improve Take pride in your work Seek ,accept and act on feedback Ask for help when you need it
Outside the Classroom	<ul style="list-style-type: none"> Be sun safe at all times Care for the environment Participate in school approved games Play fairly and include others Line up promptly and quietly Play in your correct play area 	<ul style="list-style-type: none"> Show good sportsmanship Take turns 	<ul style="list-style-type: none"> Make healthy life choices Know and play by the rules Think before acting
Toilets	<ul style="list-style-type: none"> Use toilets for their intended purpose Wash hands with soap and water 	<ul style="list-style-type: none"> Give people privacy Return to class promptly 	<ul style="list-style-type: none"> Use the toilet at break times
Off Campus	<ul style="list-style-type: none"> Represent our school with pride Accept new rules Follow road rules 	<ul style="list-style-type: none"> Display appropriate behaviour during excursions 	<ul style="list-style-type: none"> Show interest in new things Be prepared to participate in new activities

Appendix 4 Richmond State School Behaviour Incident Report Slip



Behaviour Referral Slip

Name: _____
 Year Level: _____ Date: _____
 Time: Before School _____ am
 P1 P2 P3 First Break
 P4 P5 Second Break
 P6 P7
 After School _____ pm

Location: Classroom Computer Lab PE lesson Swimming
 Toilets Bike Racks Admin Oval
 Eating Area _____ Library School Sport Bus Lines
 Play Area _____ Thinking Room Walking to/from Excursion

Details/Witnesses:

See Over

OneSchool – entered by referring staff Yes No
 Behaviour Strategies Used:
 Redirection CT Time out Classroom Routines
 Buddy Class S Time Out CT Detention
 Behaviour Category:
 Academic Anti-social Avoidance Verbal
 Bullying IT Abuse Non-compliance Vandalism
 Physical Misdemeanour Substance Other

Referring Staff Member: _____

Thinking Room Supervisor: _____

Admin Use:
 Thinking time completed: Yes No Time remaining: _____
 Work/Reflection sheet completed: Yes No
 OneSchool – Entered: Yes No Date: _____
 Parent Contacted: Referring Staff/Member Admin

Appendix 5 - Infraction Definitions

Infraction	Definition	Example	Non -examples
Bullying/ harassment	<ul style="list-style-type: none"> ▪ Continuous emotional, physical, verbal and cyber abuse ▪ Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disability, or other personal matters. 	<ul style="list-style-type: none"> ▪ Swearing ▪ Name calling ▪ Threatening – verbal or physical ▪ Teasing ▪ Exclusion ▪ Constant derogatory comments about another person ▪ Multiple incidents of similar behaviour ▪ Ganging –up ▪ Inappropriate touching of others ▪ Sexual comments/pictures which are used to intimidate 	<ul style="list-style-type: none"> ▪ One- off incidents will fall into a different category depending upon behaviour e.g. verbal / physical misconduct.
Defiant/threats to adults	<ul style="list-style-type: none"> ▪ persistent refusal to follow directions combined with a rebellious attitude to challenge an adult ▪ aggressive actions directed at school staff 	<ul style="list-style-type: none"> ▪ verbal ▪ persistently yelling at an adult ▪ walking out of class without permission ▪ continuing to walk away after being addressed by an adult ▪ back chatting ▪ repeatedly refusing to follow directions ▪ failure to adhere to mobile phone policy ▪ threatening to hit teacher after school 	<ul style="list-style-type: none"> ▪ refusal to follow directions due to a skill deficit i.e. inability to complete task/direction
Disruptive	<ul style="list-style-type: none"> ▪ engaging in disruptive behaviour which stops the learning/teaching process ▪ students may be participating and doing their work, completed their work and are disrupting others by calling out, making noises etc. 	<ul style="list-style-type: none"> ▪ loud noises ▪ tapping ▪ sustained loud talking ▪ making noise with materials ▪ walking around classroom ▪ yelling out the answers ▪ persistent calling out ▪ turning over furniture ▪ student does not respond to 'Essential Skills' strategies 	<ul style="list-style-type: none"> ▪ making noises which are disability related e.g. tapping (Autistic Spectrum Disorder). ▪ making noises because of social skill deficit – child has not been at school or been taught how to sit appropriately in a classroom. ▪ calling out answers to questions through enthusiasm.
Dress Code	<ul style="list-style-type: none"> ▪ not wearing school appropriate clothing ▪ wearing non sun-safe clothing ▪ refusing to remove jewellery or to wear protective equipment for safety reasons 	<ul style="list-style-type: none"> ▪ Inappropriate clothing e.g. <ul style="list-style-type: none"> ▪ visible under garments ▪ singlet tops and low cut tops ▪ short shorts/skirts ▪ excessive jewellery ▪ wearing make-up ▪ wearing shirt with inappropriate text or message 	<ul style="list-style-type: none"> ▪ not wearing appropriate clothing due to circumstances beyond their control e.g. clothes not being clean, parent's inability to provide clothing

IT Misconduct	<ul style="list-style-type: none"> ▪ using other people's log in to access inappropriate sites using computers for non-school based activities 	<ul style="list-style-type: none"> ▪ using other people's log in and username ▪ inappropriate websites e.g. Facebook, image searches etc ▪ misuse of email 	<ul style="list-style-type: none"> ▪ note has been provided to the office
Late	<ul style="list-style-type: none"> ▪ being late for class without authorisation 	<ul style="list-style-type: none"> ▪ coming to class after the bell or lesson started ▪ lining up late ▪ late for cohort 	
Lying/Cheating	<ul style="list-style-type: none"> ▪ making false statements/misrepresenting one's completed work 	<ul style="list-style-type: none"> ▪ lying to teachers, students etc ▪ starting false rumours/spreading gossip ▪ plagiarising ▪ copying another student's work with/without permission ▪ dishonesty 	
Misconduct involving an object	<ul style="list-style-type: none"> ▪ using an object other than intended purpose 	<ul style="list-style-type: none"> ▪ unsafe use of equipment e.g. gas ovens, power points, power tools, fans, electronic white board ▪ stabbing with pencil, compass, scissors ▪ bins kicked over ▪ desks pushed over ▪ throwing objects ▪ projectiles 	
Non-compliance with routine	<ul style="list-style-type: none"> ▪ Being non-compliant with routine, teacher expectations/rules 	<ul style="list-style-type: none"> ▪ Not lining up as directed ▪ Getting off seat ▪ Running on the concrete ▪ Saying 'no' and refusing to follow instructions ▪ Getting a drink without permission ▪ Not attending cohort meeting ▪ Leaving school grounds during activities 	
Other conduct prejudicial to good order and management of school	<ul style="list-style-type: none"> ▪ Disrupting school order by being racist, not tolerating gender, sexual orientation, religion ▪ Spreading gossip ▪ Inappropriate conduct which defames reputation of the school/staff 	<ul style="list-style-type: none"> ▪ Being prejudiced re sexual orientation, gender, religion, race/ethnicity ▪ Inappropriate pictures ▪ Spreading gossip ▪ Passing notes ▪ Posting inappropriate content on social media sites: Facebook, twitter, myspace, divachat 	

Physical Misconduct	<ul style="list-style-type: none"> ▪ Actions involving serious physical contact where injury may occur or is intentional. ▪ Wilfully using force or violence upon the person of another, except in self-defence ▪ Behaviours which endanger self or others 	<ul style="list-style-type: none"> ▪ hitting ▪ punching ▪ using objects to hurt others ▪ slapping ▪ biting ▪ kicking ▪ hair pulling ▪ scratching ▪ throwing objects ▪ climbing on structures ▪ gammon fights 	<ul style="list-style-type: none"> ▪ pushing and shoving ▪ gammon fighting that does not escalate ▪ self-defence
Possess Prohibited Item	<ul style="list-style-type: none"> ▪ Students possess on their person or in their bag an item which has been declared by the school as prohibited ▪ Student is in possession of knives, guns (real or look alike) or other objects presumed to be or capable of causing bodily harm. 	<ul style="list-style-type: none"> ▪ alcohol ▪ drugs ▪ cigarettes ▪ matches/lighters ▪ electronic equipment – iPod/ mobile phone ▪ weapons – gun/ knife/ shanghai ▪ lollies/gum/salty plums ▪ sporting equipment brought to school ▪ permanent marker pens ▪ aerosol cans ▪ water bombs 	<ul style="list-style-type: none"> ▪ Bringing a cultural item (which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day. ▪ Finding a prohibited item in the school grounds and taking it to the office
Property Misconduct	<ul style="list-style-type: none"> ▪ disrespectful and damaging property ▪ using, abusing school/student property ▪ participating in conduct which disfigures/defaces property ▪ destroying school property including structures of buildings and furniture 	<ul style="list-style-type: none"> ▪ punching holes in walls, ▪ graffiti, ▪ ripping and writing in library books ▪ defacing property ▪ vandalism ▪ deliberately breaking school equipment 	<ul style="list-style-type: none"> ▪ throwing lunch or wrappers on the ground ▪ throwing paper on the floor
Refusal to participate in program of instruction	<ul style="list-style-type: none"> ▪ not participating, not disrupting (staying in seat) ▪ Not participating, beginning to disrupt class - running, calling out, hitting, yelling etc. in class. ▪ defiance ▪ blatant refusal to follow program of instruction ▪ failure to complete work purposefully in an independent or group capacity ▪ the student is instructed but refused 	<ul style="list-style-type: none"> ▪ work refusal ▪ student verbally refusing directive ▪ physically refusing to follow program ▪ purposefully not participating ▪ failure to complete work 	

Substance Misconduct - illicit	<ul style="list-style-type: none"> ▪ Possessed, used, sold, or otherwise supplied, or been under the influence of alcohol, volatile substances, drugs or drug paraphernalia 	<ul style="list-style-type: none"> ▪ Bringing alcohol, illegal drugs and volatile substances into the school grounds ▪ Smoking, using, selling, supplying illegal drugs and volatile substances e.g. glue, paint, aerosol cans, petrol ▪ Attending school seemingly under influence of alcohol or a drug 	<ul style="list-style-type: none"> ▪ Finding an illicit item in the school grounds and taking it to the office
Substance Misconduct - legal	<ul style="list-style-type: none"> ▪ using legal objects improperly 	<ul style="list-style-type: none"> ▪ smoking/cigarettes ▪ panadol /prescription medication ▪ coke/redbull ▪ sniffing paint/petrol/textas/glue/deodorant ▪ self-medicating at school 	<ul style="list-style-type: none"> ▪ where a medical condition exists - prescribed medication accompanied by a doctor's letter and with parent consent – this is to be kept in the office ▪ asthma puffer, cough lozenges may be with student
Theft	<ul style="list-style-type: none"> ▪ possessing, having passed on or being responsible for taking someone else's property ▪ acquisition of other's property without permission and with intent to permanently deprive 	<ul style="list-style-type: none"> ▪ Taking someone else's property e.g. wallet, money ▪ Removing property from another's bag or desk 	
Third Minor Referral	<ul style="list-style-type: none"> ▪ repeated minor infractions in a short period 	<ul style="list-style-type: none"> ▪ three warnings within a short amount of time ▪ continuous running around buildings ▪ continuous running on concrete or along verandahs ▪ continual ignoring of staff directions 	
Threats to other students	<ul style="list-style-type: none"> ▪ threatening harm (or the promise of harm) to others, using gestures to threaten and inappropriate language ▪ threatening others; physically, verbally and emotionally 	<ul style="list-style-type: none"> ▪ name calling ▪ threatening harm ▪ using gestures ▪ verbal, physical, emotional 	

<p>Truant/Skip Class</p>	<ul style="list-style-type: none"> ▪ Unexplained absences with or without parent's knowledge ▪ refusal to attend class or school ▪ consciously making the decision to not attend class 	<ul style="list-style-type: none"> ▪ not returning after breaks, leaving class ▪ repeated lateness/early departures ▪ being outside school grounds during class time ▪ disrupting other classes ▪ running around the school ▪ leaving class without permission ▪ hanging around outside classrooms/on verandah ▪ attending a non-timetabled class without permission ▪ repeated absence from school with/without parent knowledge 	<ul style="list-style-type: none"> ▪ authorised cool-down time ▪ at an official school appointment e.g. Guidance Officer
<p>Verbal misconduct</p>	<ul style="list-style-type: none"> ▪ Swearing or curse words directed towards others in a demeaning or provoking way. ▪ Repeated intentional use of inappropriate language ▪ Negative comments related to religion, race, gender ethnicity, appearance, disabilities or other personal matters. ▪ using threatening words or gestures towards another ▪ using words in an offensive manner ▪ using threatening and non-threatening verbal messages 	<ul style="list-style-type: none"> ▪ name calling ▪ threatening ▪ aggression ▪ yelling ▪ teasing ▪ swearing at a teacher, peer, TA ▪ Saying, 'F.. you'/'F.... off to an adult 	<ul style="list-style-type: none"> ▪ Accidental slip, poor choice of words, non-directed verbal aggression, or inappropriate gestures