Tin Can Bay P–10 State School

Responsible Behaviour Plan for Students

Effective date: 22 July 2015

Approved at P and C Association Meeting 22 July 2015
1. Purpose

Tin Can Bay P-10 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.

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

2. Consultation and data review

In preparing this plan the following stakeholders have provided input:

- Parents via the P&C Association
- Staff
- Students
- Administrative staff

Our Plan has developed in response to the changing needs of our community. These needs have been identified through consultation with the above parties. The specific challenges for our school community are continually being analysed to guide our approach to student behaviour.

The Plan was updated to reflect requirements in accordance with the Education (Strengthening Discipline in State Schools) Amendment Bill 2013. It was endorsed by the P&C in June 2015 and will be reviewed again in 2016 as required by legislation.

The expectations and approached documented in our Plan are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour and Statement of Expectations for a Disciplined School Environment (Appendix 11).

3. Endorsement

Prinicipal

Date

P&C President

Date

Assistant Regional Director

Date
4. **Learning and behaviour statement and strategy**

All areas of Tin Can Bay P-10 State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our Plan shared expectations for student behaviour are plain to everyone. This assists staff and students at the 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 agreements to teach and promote our high standards of responsible behaviour.

**Our school agreements**

- Be safe
- Be respectful
- Be a learner

Our school agreements are underpinned by five keys. Each key is a behaviour or value that can ‘unlock’ a student’s potential to commit to, and follow the school agreements. They also enable students individual growth and their capacity to participate as part of a team.

Our school agreements have been agreed upon and endorsed by all staff and our P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s *Code of School Behaviour* and *Statement of Expectations*. 
Strategy – Effective behaviour master overview

TCB 3
Consistent, positive and effective behaviour

Effective teaching of agreed behaviours and values
Explicit teaching of appropriate behaviours

Data informed decision-making

Strategic and coordinated leadership

Parent and community engagement

School opinion data

Clear and consistent expectations of behaviour

Three agreements
Five keys

Professional development
Evidence-based intervention continuum

Know the learner

Effective teaching
Enhanced learning
ASOT and
Essential skills for classroom management

Targeted behaviour support

Consistent expectations
Consistent correction and consequences

Targeted remedial strategies

Intensive behaviour support

Informed intervention

Evidence-based research, data and informed decision making

Who? What? When? Where?
5. Behaviour management processes

At Tin Can Bay P–10 State School we believe that facilitating positive behaviour for effective learning is based on a multi-dimensional approach. An approach that:

- meets each student’s learning needs through the use of differentiated strategies to support positive behaviour—using strategies that meet the individual social, emotional and learning needs of students.
- promotes and maintains a positive school culture and learning environment.

The TCB Learner demonstrating the behaviours outlined on the Schoolwide Expectations Teaching Matrix

- Behaviour monitoring and feedback
- Classroom strategies, communication and re-direction to modify minor behaviours

Parent and community engagement

Universal behaviour support

Explicit teaching of desired behaviours
- SEL
- Three Agreements

Effective teaching
- ASOT
- ESCM

Positive recognition and reward role modelling

Targeted behaviour support

Specialist providers within the school

Targeted remedial strategies and corrective consequences

Intensive behaviour support

Student services intervention and access to external, specialist support

Flexible and alternative learning options

Coordinated case management

Effective learning and engagement — Universal behaviour support

Tin Can Bay P-10 State School uses the explicit teaching of desired behaviours, as outlined in our Social and emotional learning (SEL) program to create a positive learning environment for our students. SEL assists in developing proactive whole-school systems to define, teach, and support appropriate student behaviours. It emphasises the use of preventative, teaching and reinforcement strategies to achieve meaningful and durable behaviour outcomes.

The school’s key components of universal behaviour support are:

1. Effective teaching – the Art and science of teaching (ASOT) and Essential skills for classroom management (ESCM)
2. Explicit teaching of the three school agreements and five keys, and student participation in a Social and emotional learning (SEL) program
3. Schoolwide Expectations Teaching Matrix
4. The Schoolwide Effort and Behaviour reflection tool
5. Classroom behaviour monitoring and feedback
6. Positive reward and recognition
7. Parent and community engagement and building relationships.
1. Effective teaching – the basis for a quality learning environment

![Diagram showing the relationship between Relationships, Engagement, and Achievement]

**Design questions**

DQ 5: What will I do to engage students?

DQ 6: What will I do to establish or maintain classroom rules and procedures?

DQ 7: What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?

DQ 8: What will I do to establish and maintain effective relationships with students?

DQ 9: What do I do to communicate high expectations to all students?

![Diagram showing the Art and Science of Teaching (ASOT)]

The **Art and Science of Teaching (ASOT)**

- **Involves routines**
  - Learning Goals and Feedback
  - Rules and Procedures

- **Addresses content in specific ways**
  - Interacting With New Knowledge
  - Practicing and Deepening
  - Generating/Testing Hypotheses

- **Enacted on the spot**
  - Student Engagement

- **Adherence to rules and procedures**

(Refer to Appendix 12)
2. Explicit teaching of the School-wide Expectations Matrix – The TCB Learner

To become a TCB Learner who engages with the three school agreements. Students need to be **explicitly taught daily** key skills and behaviours which are expected at our school. The explicit teaching of these lead to increase responsibility for their behaviour and learning within a community.

At Tin Can Bay P - 10 School we are **RESPONSIBLE** for our own behaviours and learning.

<table>
<thead>
<tr>
<th>When I am a LEARNER I:</th>
<th>When I am SAFE I:</th>
<th>When I am RESPECTFUL I:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Areas</strong></td>
<td><strong>Classrooms/ Learning Areas</strong></td>
<td><strong>Playground</strong></td>
</tr>
<tr>
<td>• am on time</td>
<td>• enter and exit in an orderly manner</td>
<td>• eat in designated areas</td>
</tr>
<tr>
<td>• am prepared with all required equipment</td>
<td>• follow class rules</td>
<td>• play fairly and accept others</td>
</tr>
<tr>
<td>• actively participate</td>
<td>• remain seated unless negotiated</td>
<td>• deal with litter responsibly</td>
</tr>
<tr>
<td>• am in the right place</td>
<td>• ask permission to leave</td>
<td>• consider other’s activities</td>
</tr>
<tr>
<td>• reflect upon my decisions and actions</td>
<td>• dress for safety for specialist areas</td>
<td>• care for the environment and gardens</td>
</tr>
<tr>
<td>• accept the consequences of my actions</td>
<td>• maximise my learning time</td>
<td>• play fairly and accept others</td>
</tr>
<tr>
<td>• exhibit the 5 keys</td>
<td>• reflect on my effort and behaviour</td>
<td>• am polite to Community members</td>
</tr>
</tbody>
</table>

---

**All Areas**
- am on time
- am prepared with all required equipment
- actively participate
- am in the right place
- reflect upon my decisions and actions
- accept the consequences of my actions
- exhibit the 5 keys

**Classrooms/ Learning Areas**
- give my best effort
- be active in my learning
- ask questions
- take pride in my work
- set goals for my learning
- challenge myself to improve
- maximise my learning time
- reflect on my effort and behaviour

**Playground**
- apply the High 5
- demonstrate good sportsmanship
- take direction from student leaders
- respect out of bounds areas

**Bus & Travel to and from School**
- identify dangerous situations
- am aware of those around me (stranger danger)
3. The School-wide Behaviour and Effort Reflection Matrix – The TCB Learner

The TCB Learner engages positively with the three school agreements and the school-wide expectations matrix. The degree to which they develop and accept responsibility for these expectations can be reflected upon through effort and behaviour descriptors in the reflection matrix (Refer to Appendix 15) and through interaction with effective teaching strategies – ASOT and ESCM.

How to use *The School-wide Behaviour and Effort Reflection Matrix*

**For the Teacher**

The Matrix acts as a set of descriptors that can be used for providing quality feedback to students about their progress over the course of a semester. They can also be used to formulate comments at the time of completing end of semester reports.

**For Students**

*The Matrix acts as a learning tool for students.* It provides guidance by outlining various areas of behaviour and effort, and details what these look like in terms of being graded A-E. By revisiting these, *a minimum of two times per term*, and engaging students in a meaningful discussion, students can reflect on their progress and plan for improved choices for the future.

The Matrix aligns with the Tin Can Bay P-10 State School – Responsible Behaviour Plan, in the following ways:

- through the *School agreements* – Be Safe, Be Respectful, Be a Learner – and by:
- acting as a data tool for students and teachers (i.e. Evidence-based research, data and informed decisions making)
- promoting and maintaining a positive school culture and learning environment (Section 5. Behaviour management processes)
- supporting effective teaching through developing relationships between students and teachers (See ASOT below)
- Classroom behaviour monitoring and feedback
- Appendix 12 – Essential skills for classroom management (ESCM)
- Appendix 13 – TCB P-10 SS Behaviour definitions and categories and the colour coding system.
4. Classroom behaviour monitoring and feedback

In class a consistent process and clear communication is used across the school to monitor and provide feedback to students about their behaviour and progress. This allows students to reflect on their progress and to understand the steps that may occur in the behaviour management process.

A. Daily feedback

To be used with a Student self-monitoring card (Appendix 14)

- Positive postcard sent/or class award
- A role model for other students

**TCB Learner ++**

**TCB Learner +**

**TCB Learner**

**Being a learner**

$ullet$ All students start here
$\square$ ASOT DQs 1, 6, 8 and 9

**FIRST CHOICE**

First Warning

**SECOND CHOICE**

Second Warning

Time out—moved out of our class’s learning area to reflect on your choices

**Referral and Class Exit**

**Student returns to warning status**

Matter resolved after reflection and teacher/student

$ullet$ Responsible Thinking Questions

$\square$ Essential skills for classroom management used (Appendix 12)

The student may be re-positioned in the class as part of these steps. This is not considered timeout in this process.

The student is required to move to an area where they are not learning with their class e.g. buddy class, external yet supervised area

A Reflection sheet is issued and a Teacher/student conference takes place before re-entry.

$ullet$ RTQ Slip referral

$\square$ Details recorded on OneSchool by teacher

$\square$ Parent/guardian contact

$\square$ Consequences by relevant Administration

$\square$ Re-entry conference with teacher

The student will be required to maintain a Student self-monitoring card (Appendix 14) that shows how they are progressing. The card is shared regularly with parent/s.

B. Student goal setting and term review

Students will use The Schoolwide Behaviour and Effort Matrix (Appendix 15) to set goals and review their progress at least twice per term.
5. Positive rewards and recognition

At Tin Can Bay P-10 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.

Students who demonstrate appropriate behaviour may be rewarded. Rewards range from certificates, to celebrations and excursions. Students may be rewarded for demonstrating positive behaviour in a range of ways in class but are not limited to:

- Use of happy vouchers and in class draws
- stamps on a passport
- in class or year level reward schemes

The rewards below are the minimum whole school processes which will occur:

<table>
<thead>
<tr>
<th>Reward</th>
<th>Selection criteria</th>
<th>When</th>
<th>Action</th>
<th>OneSchool</th>
</tr>
</thead>
</table>
| TCB tick                | Student seen exhibiting role model behaviour consistent with and specific to the three school agreements - Be Safe, Be a learner, Be respectful. Used in class or playground | Daily - up to 10 per week per teacher | • Slip given to a student  
• Weekly draw on assembly  
• Weekly draw published in newsletter | Weekly draw winners entered by newsletter officer |
| Positive postcard       | Students finishing the day in 'role model' status have a postcard sent home.         | Daily/weekly          | • Postcard completed, posted and then recorded on OneSchool                                                     | By T/A on posting                    |
| Student of the week     | One student allocated per class each week. The focus for selection should be on behaviour which align with quality learning. | Weekly                | • Certificate presented on sector assembly  
• Names published in weekly newsletter                                                                                 | By teacher                           |
| TCB Learner – Bronze    | Based on daily reflections and feedback as per monitoring card. Rewarded if a student has all green over a period of 5 weeks. | Every 5 weeks         | • Bronze certificate issued  
• Coordinated by team leader  
• Focus assembly  
• Special insert in newsletter.                                                                                       | By team leader                       |
| TCB Learner – Silver    | Based on daily reflections and feedback as per monitoring card. Rewarded if a student has all green over a period of 10 weeks. | End of each term      | • Silver certificate issued  
• Coordinated by team leader  
• Focus assembly  
• Special insert in newsletter.                                                                                       | By team leader                       |
| TCB Learner – Gold      | Based on daily reflections and feedback as per monitoring card. Rewarded if a student has accumulated four or more Bronze and/or Silver certificates. | Annual                | • Gold certificate and badge issued  
• Presented at Awards Night                                                                                             | By team leader                       |
| Letter of recognition   | Based on semester report – Academic achievement and behaviour and effort.            | End of sem.           | • Letter from the Principal to parent/s and student.                                                               | By Principal                         |
Targeted behaviour support

This level of intervention focuses on identifying, modifying and growing the individual. It provides a focus on understanding the learner, developing solutions and building from strengths to foster supportive relationships. Collaborative partnerships are key to successful behavioural outcomes at this level of support and intervention.

Collaborative partnerships are key to successful behavioural outcomes at this level of support and intervention.

Through the regular use and review of behavioural data, students requiring additional targeted support in order to assist them to demonstrate expected behaviours and rules are identified. In most cases, the data indicating the need for students to receive this support shows that the frequency of behaviours being demonstrated may inhibit these students’ learning and social success. Due to the context of Tin Can Bay P–10 State School, all staff are responsible for ensuring targeted behaviour support is implemented to best support students.

Targeted behaviour support may also include small group projects and skill development.

Intensive behaviour support

This level of behaviour support focuses on students with complex or intensive support needs.

The support provided aims to allow the individual to reflect, refocus and reconnect with their schooling and positive influence on other learners and members of the school community. This level of intervention centres on the individual and their re-engagement with learning following:

- a single, high impact behaviour; or
- a complex and challenging pattern of behaviour.

Tin Can Bay P–10 State School is committed to education all students, including those with the highest behavioural support needs. We recognise that students with complex and challenging behaviours need comprehensive systems of support to engage in and experience success with academic, social and emotional learning situations. As such, the school employs the following processes and strategies to support these students.

1. Analysis of behaviour data for the accurate identification of students requiring intensive, individualised support.

2. Use of a coordinated, case management approach to support students and staff, including discussing the needs and appropriate support strategies of individual students with relevant staff and providing administration and leadership team support in team meetings, to implement intensive, individualised support strategies.

3. Development of flexible and alternative learning options, including disciplinary absences, individually managed programs (alternative timetable) and Discipline Improvement Plan.

4. Use legislative policies and procedures that support intervention.

5. Access district, regional and state behaviour support options and external agencies.

6. Identification of goals and development of action plans, including an Individual Education Plan.

7. Research validated procedures for the assessment and support of students requiring intensive, individualised support.
6. Unacceptable behaviour – responses and consequences

The chart outlined in Appendix 17 provides an overview of the behaviour processes, responses and roles.

Key points about the chart

- The chart shows that the aim of all intervention should focus on re-engaging the student with learning in the role of the TCB Learner.
- The support and intervention levels address two main scenarios for a student requiring support:
  A. A one-off or isolated incident or demonstration of inappropriate behaviour by a student.
  B. A building pattern of behaviours by a student, and their failure to modify the behaviour in a positive manner.
- Whilst some examples are provided as guidance for teachers, and allow an aligned and consistent response within the school community (Appendix 13), the level of support and intervention will ultimately depend on the individual student’s context and sound, professional judgement. A teacher’s judgement will be made on the given behaviour within the Tin Can Bay P–10 State School context, values and expectations.

When responding to challenging student behaviour, the staff member first determines if the issue is a minor or major misdemeanour.

  **Minor** – inappropriate behaviour, including persistent inappropriate behaviour that is likely to have low level consequences for self and others, that is managed in-situ by the supervising teacher through administering consequences and/or making contact with the student’s caregiver.

  **Major** – inappropriate behaviour that is chronically persistent or has severe consequences for self and others. This behaviour may be managed by the supervising teacher, however it is also referred to Administration for shared management and/or additional intervention.

Guidance to staff regarding recording, referring and managing student behaviours can be summarised as:

<table>
<thead>
<tr>
<th>OneSchool category</th>
<th>Positive recognition</th>
<th>Universal support</th>
<th>Targeted support</th>
<th>Intensive support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive behaviour</td>
<td></td>
<td>Minor</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>A student is recorded in OneSchool for modelling desired and exceptional behaviours.</td>
<td>A one-off event or minor variance from the expected behaviour of a TCB Learner. This behaviour is likely to be dealt with by the teacher, and not recorded on OneSchool.</td>
<td>A more serious variance from the expected behaviour of a TCB Learner or an emerging pattern of inappropriate behaviour. This behaviour is dealt with by the teacher and recorded on OneSchool.</td>
<td>A behaviour that has severe consequences and would be referred to Administration for follow-up and management.</td>
<td>Shared approach</td>
</tr>
</tbody>
</table>

A guide for considering and recording incidents of inappropriate behaviour in OneSchool is provided in Appendix 13.
7. Emergency or critical incident responses

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

In all situations the school’s Critical Incident Plan is followed.

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

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

Strategies for avoiding, de-escalating and responding and recording critical incidents are referred to in Appendix 9.

8. Network of student support

Students at Tin Can Bay P–10 State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports by people such as:

- Parents
- Teachers and Teacher aides
- Head of Department and Head of Curriculum
- School leaders- Principal and deputy principals
- Administration staff
- Guidance Officer, Advisory Visiting Teachers and Senior Guidance Officer
- School Chaplain
- ‘Adopt a cop’ – Police Officer
- Indigenous Support Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Student Support Officer

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/Referral Centre

9. 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.
Tin Can Bay P–10 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 and their emotional state.
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.
## 10. Explanation of specific consequences

<table>
<thead>
<tr>
<th>Temporary removal of property</th>
<th>A principal or staff member at Tin Can Bay P-10 State School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>.</th>
</tr>
</thead>
</table>
| Detentions                   | Detentions are included in the school behaviour plan as a disciplinary option. School specific procedures have been developed by the school that meet the requirements set out in the *Safe, supportive and disciplined school environment* procedure. These procedures include: when detentions will occur; the maximum length of detention dependent on age of student; food and toilet breaks; and which teachers are authorised to impose the various types of detentions. Teachers have been authorised by the principal to implement in school detentions in line with the school’s Guidelines for detentions (Appendix 7). If the detention is to be undertaken outside of school hours, including Saturday:  
  - If out-of-school hours detentions are to be used, arrangements have been made for the principal or teachers to supervise students.  
  - A risk assessment has been completed and a risk management plan developed  
  - Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent  
  - Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and  
  - Parents have been informed of:  
    - the location and duration of the detention  
    - their responsibility to arrange travel/supervision to and from the detention, where appropriate. |
| Discipline improvement plan  | Discipline improvement plans are included in the school behaviour plan as a disciplinary option. (Appendix 5)  
  The discipline improvement plan exemplar template is considered.  
  The Principal determines that a discipline improvement plan should be imposed.  
  The conditions of the discipline improvement plan are established in collaboration with the student and their parent/s including:  
  - Behaviours expected of the student  
  - Consequences for not meeting the expected behaviours  
  - Participation in relevant programs to address inappropriate behaviour (where appropriate)  
  - Support to be provided by school (e.g. Particular programs, support person) and  
  - The duration of the plan |
| Community service intervention| School led community service intervention (conducted under the direct supervision of school staff member)  
  **Behaviour plan** – A community service intervention is included in the school behaviour plan as a disciplinary option.  
  **Risk management** – A risk assessment is undertaken and risk management procedures are put in place.  
  **Staff supervision** – Staff have been authorised to impose community service interventions. Arrangements have been made for supervision of students participating in the community service intervention at all times.  
  **Parental consent** – Parent consent has been obtained using the *Community service intervention consent form*. (Appendix 6)  
  **Proportionality** – The use of a community service intervention as a disciplinary consequence is fair and proportionate to the student’s behaviour.  
  **Individual circumstances** – The individual circumstances of the student have been taken into account (e.g. Disability, religious or cultural background, home arrangements).  
  **Student development** – The community service intervention activity is constructive, challenging and appropriate for the age of the student. |
**School Disciplinary Absences** – These may be used after consideration has to be given to other possible responses to inappropriate behaviour and the appropriateness of these responses.

<table>
<thead>
<tr>
<th><strong>Suspension</strong></th>
<th><strong>Proposed or recommended exclusion</strong></th>
</tr>
</thead>
</table>
| • Considers whether behaviour constitutes one or more of the following grounds under s.282 of the EGPA  
  o Disobedience  
  o Misbehaviour  
  o Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school  
  o Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school  
  o The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school  | 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:  
A Principal of a state school can exclude a student from their school on the following grounds:  
• Persistent disobedience  
• Misbehaviour  
• Conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that:  
  o Adversely affects, or is likely to adversely affect other students enrolled at the school.  
  o Adversely affects, or is likely to adversely affect the good order and management of the school.  |  
| • Considers whether the student’s behaviour constitutes one or more of the following grounds under s.282 of the EGPA  
  o The student is charged with a serious offence (as defined in the *Commission for Children/Young People and Child Guardian Act 2000*);  
  o The student is charged with an offence, other than a serious offence and the principal reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.  | • The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.  
• The student has been convicted of an offence and the Principal is reasonable satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.  |
| • This may be a short suspension: 1 to 10 days (the student or parent cannot appeal the Principal’s decision)  
• This may be a long suspension: 11 to 20 days (this decision may be appealed through the designated process)  | The Principal must be satisfied that suspension of the student from the school would be inadequate to deal with the student’s behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted on an offence.  |

| **Cancellation of enrolment** | The Principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program. If a student’s enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age, or have complete Year 10, (whichever comes first).  |

*Refer to departmental procedure *Safe, Supportive and Disciplined School Environment* for further details.
11. Related legislation

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

12. Related procedures

- Statement of expectations for a disciplined school environment policy
- 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

13. Related resources

- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Schoolwide Positive Behaviour Support
Appendix 1

The use of personal technology devices* at school

* Personal Technology Devices includes, but is not limited to, mobile phones, multimedia devices and tablets, games devices (such as Portable gaming devices, Tamagotchi®, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), IPods® and devices of a similairure

This policy reflects the importance the school places on students utilising personal technology appropriately, ethically and legally in a school setting. It recognises the multiple uses of mobile phones and similar personal technology devices and place they hold in society and in the lives of young people.

The policy also recognises the fundamental role of schools - learning and teaching and the potential distraction and disruption for learning and positive relationships between students if use is not appropriate.

The policy recognises the shared responsibility of parents and school to guide students in the responsible use of personal technology devices.

We believe the policy reflects accepted societal norms in settings which have similar restrictions to ensure safety and respect for time and place. E.g. airline policy, motor vehicle use, cinemas.

Personal technology devices are not required as a necessary tool for learning at Tin Can Bay P-10 SS. Students should not bring personal technology devices to school unless there exists a specific purpose and this is endorsed by the parent or caregiver.

The school does not accept responsibility or liability if a personal technology device is lost, stolen or damaged or used unethically or illegally at school.

Mobile phones, if necessary at school and supported by a parents / caregiver, are permitted but under strict guidelines and expectations which reflect the three school agreements - Be Safe, Be Respectful, Be a Learner. Whilst mobile phones and similar devices are not banned for use at school, they are not permitted to be used in classrooms or in moving between lessons. They may only be used in class under the explicit direction of a teacher for specific and justifiable educational purposes.

Mobile phones must be in airplane mode or turned off and out of sight if taken into class. This includes accessories which accompany phones such as headphones.

Personal technology devices are not to be used during activities which form part of the out-of-class, supervised learning program (e.g. excursions, sport) at Tin Can Bay P-10 State School.

Mobile phones may be used at recess and before school for use of the many apps, music and games available. Social media and transmitted communication use is not required and is discouraged. If used, personal technology devices use must meet the Acceptable use test:

**Personal technology devices use at TCB P-10 ACCEPTABLE USE TEST**

If the answer to any of the following questions is YES then your use of the device is not acceptable within our environment or community.

- Will your use of the device breach trust? Are you using it at school outside the policy?
- Is your use of the device unethical?
- Is your use of the device illegal?
- Will your use of the device offend or harass another person(s)?
- Will your use of the device misrepresent an individual or our school?
- Will the device interrupt learning or your readiness for learning in anyway?

If the answer could be YES then do not use the device.

At Tin Can Bay P-10 SS we believe that if a student is not of the age and/or has the decision making capacity or responsibility to make positive and ethical choices then they should not be in possession of a mobile phone at school at all.
Parents Responsibility and Partnership

In providing a student with use of a mobile phone and supporting the possession of a phone at school we believe that the parent has a responsibility to ensure their child understands the ethical and legal use of a phone and the guides their child on the appropriate use of the phone in particular settings including school.

Parents should contact students through the school phone system in the first instance. If a student needs to contact a parent the school will allow access to the phone system in the office. Parents are requested not to phone students via their mobile phone as it will cause disruption to learning and result in a student breaching this policy in order to answer the call.

Consequences of a breach of personal technology device (mobile phone) use

Personal technology devices used contrary to this policy on school premises will be confiscated by school staff and a consequence issued. 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.).

Three strikes: Students who have a personal technology device confiscated repeatedly will be required to have the device collected by their parent or carer on the third occasion and forthwith.

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.

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 Tin Can Bay P-10 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.

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

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

Students involved in:

- recording
- disseminating material (through text messaging, display, internet uploading etc
- knowingly being a subject of a recording

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

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

The sending of text messages or social media posts (or like) 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 messages or posts at school, in school hours should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Recording private conversations and the Invasion of Privacy Act 1971

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

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

Special circumstances arrangement

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

---

Personal technology devices policy at TCB P–10 SS – Summary

Acceptable use –

At recess or before school only – not in class, school activities or moving between classes.

If necessary to have it on your person or in class it must be in airplane mode or turned off and out of sight.

ACCEPTABLE USE TEST

If the answer to any of the following questions is YES then your use of the device is not acceptable within our environment or community.

- Will your use of the device breach trust? Are you using it at school without express permission?
- Is your use of the device unethical?
- Is your use of the device illegal?
- Will your use of the device offend or harass another person(s)?
- Will your use of the device misrepresent an individual or our school?
- Will the device interrupt learning or your readiness for learning in anyway?

If the answer could be YES then do not use the device.

At Tin Can Bay P-10 SS we believe that if a student is not of the age and/or has the decision making capacity or responsibility to make positive choices then they should not be in possession of a mobile phone at school at all.
Appendix 2

Procedures for preventing and responding to incidents of bullying (including Cyberbullying)

Purpose

1. Tin Can Bay P-10 State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Tin Can Bay P-10 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 Tin Can Bay P-10 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 Tin Can Bay P–10 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 Tin Can Bay P-10 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 3 school agreements and have been taught the expected behaviours attached to each agreement 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. Tin Can Bay P–10 State School uses behavioural data for decision-making. This data is entered into our database on a daily basis 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.
Appendix 3

Use of social networking sites and web-based communication

Background

Social networking sites (SNS) are like virtual communities, providing a social lifeline for today’s youth. Sites like MySpace, Bebo, Facebook and Xanga allow users/members to create an online profile or webpage. Members can then post personal information, photographs, blogs, music clips and other information about their interests online. A big part of customising their space is to upload photos or images. Most sites also have a blog where users can write their thoughts, encourage others to join in and post comments.

What are the dangers?

Social networking sites hold significant appeal for young people. Whilst such sites provide opportunities for self-expression and identity formation, they also pose risks. These include:

- Posting inappropriate content. Risks arise when young people give out information that is too personal or allows others to know who they are or where they live.
- Exposure to anti-social or illegal material.
- Being targeted by sex offenders.
- Cyber bullying.
- Identity theft – many people within social networking sites encourage users to join their space or view their profile by encouraging them to click on links that ask for username and passwords. This allows others to gain access to their passwords and other private information.

Use of Tin Can Bay P–10 State School’s brand on public sites

The reputation and standing of the school brand, represented by name in written texts, by the school’s logo and uniform, can have both a positive and negative impact on all students and staff who attend, have attended or who aspire to attend Tin Can Bay P–10 State School.

Any conduct or behaviour deliberate or not intended which may bring the brand into disrepute or portray the school community in a negative manner, or place another person at risk, is unacceptable and incongruent with the school’s three agreements:

- Be safe
- Be respectful
- Be a learner

The posting or communication* of any image or text which can be identified or associated with the school, without the written approval of the Principal, will be viewed as a serious breach of the Tin Can Bay P–10 State School Responsible behaviour plan for students and the Education Queensland Code of School Behaviour. Specifically – Demonstrate respect for themselves, other members of the school community and the school environment.

*Posting and communication: includes, but is not restricted to websites, social networking sites, email, mobile phone and video.

Negatively representing a member of the Tin Can Bay P–10 community on a public site

Any conduct or communication on the internet or social media site which negatively portrays or diminishes the standing or reputation of an individual or group who attend, have attended or who aspire to attend the school will be viewed as a very serious breach of the school rules and will warrant the most serious consequences under the Tin Can Bay P–10 State School Responsible behaviour plan for students. This action may be judged to be cyberbullying.

Breaches and consequences

Following a thorough investigation and dependent on the intent and nature of the breach, a first offence may result in a student’s suspension from the school.
Any action that targets another student or staff member will lead to serious consequences under the Tin Can Bay P–10 State School Responsible behaviour plan for students and may be referred to the police.

Any action that is illegal will be referred to the Police, in addition to serious consequences under the Tin Can Bay P–10 State School Responsible behaviour plan for students.

**How can parents support this policy?**

In regard to social networking:

- Encourage children to only upload pictures that you as their parents/guardians would be happy to see.
- Make sure they don’t put any personal information on their profile such as phone number, personal email address, home or school addresses or other personally identifying information.
- Ask them to show you how to use a social networking site – getting involved will empower them to share the experience with you.
- Ensure they set their profile to private – but emphasise that a private profile is still public. Nothing on the internet is private or protected.
- Encourage them to limit friendship links to known friends.
- Regularly review your child’s profile.
- Negotiate an online contract.
- Make use of free web filters, for example K9 web protection: www1.k9webprotection.com
Appendix 4

Knives at school – working together to keep Tin Can Bay P–10 State School safe

We can work together to keep knives out of school. At Tin Can Bay P-10 State School:

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

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

What kinds of knife are banned?

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

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

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

How can parents help to keep Tin Can Bay P-10 State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the school office to make an appointment.
Appendix 5

Discipline improvement plan

Student problem behaviour/incident

[Insert description of behaviour(s)/incident(s) that has led to the requirement for this plan.]

School support

[Insert description of support, resources, program/strategies to assist the student’s improvement.]

Expected behaviour

Examples

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the xxx program (e.g. drug and alcohol) run by (staff member name) for (number) weeks.
- You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will meet with the Guidance Officer at lunch times for the next 3 weeks or until the guidance officer is satisfied that you have learned how to play safely with other students.
- You will check in and check out daily with (staff member name) every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily monitoring sheet signed by relevant staff and your parents.

Consequences for non-compliance

[Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed)]

-  

People who can support you

- [List name/s of school support people]
- 

Agreement

I/We agree to [Student name] plan outlined above and understand that this plan will begin on day month year and be reviewed on day month year.

Signatures:

........................................................................  ........................................................................  ........................................................................  ........................................................................
Student  Principal  Parent/guardian
Date  __/__/__  Date  __/__/__  Date  __/__/__  Date  __/__/__

Review date:
Appendix 6

Community service intervention consent form

Date

Dear Parent/Student

I have been given information that student name has engaged in inappropriate behaviour, namely (specify) on date. I am presently considering various options to address the inappropriate behaviour.

As an alternative to suspension or exclusion, I ask that you give consent for student name to undertake a community service intervention – (specify).

The aims of the activity are: (insert disciplinary aims)

- Activity details:
  Outline all relevant details about the community service intervention. Schools need to ensure that sufficient information is given to parents about the nature of the activities that will be undertaken so that they can give informed consent to their child’s participation. This information should include:
  - activity details (date, times, locations, etc.)
  - what the students will be doing (e.g. gardening, removing litter from school grounds etc.)
  - where the students will be (classroom, outdoors, restricted space, pool, creek etc.)
  - any potential hazards (if required)
  - transportation (detail how the student(s) will be getting to the activity)
  - dress code (e.g. suitable clothing to be worn, appropriate to the activity)
  - any precautions to be taken (e.g. sunscreen)
  - any information relevant to students with medical requirements (e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis).

The activity will be supervised by staff member name. Her/his contact details are: phone number

During school hours phone number: phone number

After school hours phone number: phone number

Email: email address

If you consent to your child’s participation in the activity, please complete this consent form and return all pages (including this page) to:

School contact’s name
School contact’s address

For further information about the community service interventions, please contact school contact on telephone number.

If you do not consent to your child’s participation in this activity, or your child refuses to satisfactorily undertake the activity despite your consent, then I will proceed with my consideration of formal disciplinary consequences and will advise you in due course of my decision.

Yours sincerely

Principal’s name
Principal
Tin Can Bay P–10 State School

Supervisor’s name
Supervisor’s position
Tin Can Bay P–10 State School
Consent
If you agree to all of the following, please sign below:

- I am aware that the Department of Education, Training and Employment does not have personal accident insurance cover for students. I understand that this means if my child is injured as a result of an accident, I may be responsible for out-of-pocket expenses (for example, for medical services not covered by Medicare or private health insurance).
- I understand that if my child becomes ill or has an accident during the activity, the supervising staff will generally contact a parent immediately, in advance of treatment being sought. However this will not necessarily happen in the event of an emergency, where immediate action is required, or if the parent cannot be reached. The school staff member supervising may contact Doctor listed on OneSchool, the department’s case management system, if a parent cannot be reached and it is not an emergency.
- In such circumstances I authorise school staff to obtain any medical assistance or treatment my child may reasonably require.
- I authorise the supervising staff to administer such first aid as the supervising staff considers to be reasonably necessary.
- I have provided the school all relevant details relating to my child’s medical or physical needs on enrolment and where relevant have updated this information.
- I have read all of the information contained in this form in relation to the community service intervention (including any attached material) and I give consent for my child, ____________________________________________(print child’s name) in class _________ (print class details), to participate in the activity detailed above.

Parent name: ____________________________________________ (Please Print)
Parent signature: ________________________________________
Date: __________/________/_______
Emergency contact number for the duration of the activity: ______________________________
Second emergency contact number for the duration of the activity: __________________________

Additional medical information
The school collected medical information about your child at enrolment. This information is stored in OneSchool. Please give full details of any new or changed conditions (medical, physical or management) that may affect your child’s full participation in the activity described in the form.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

You may also wish to provide the following information:*
Name of child’s medical practitioner: _________________________________________________
Telephone No.: __________________________

*If an enrolment form for your child has been completed or updated since October 2012 this information will already be recorded on OneSchool.

☐ I would like this additional information about my child’s medical and physical details to be recorded in OneSchool records.

Privacy notice
The Department of Education, Training and Employment is collecting the personal information requested in this form in order to:
- obtain lawful consent for your child to participate in the activity;
- help coordinate the activity;
- respond to any injury or medical condition that may arise during, or as a result of the activity; and
- update school records where necessary.

The information will only be accessed by authorised school staff and will be dealt with in accordance with the confidentiality requirements of s.426 of the Education (General Provisions) Act 2006 (Qld) and the Information Privacy Act 2009 (Qld).

The information will not be disclosed to any other person or agency unless it is for a purpose stated above, the disclosure is authorised or required by law, or you have given DETE permission for the information to be disclosed.
Appendix 7

Guidelines for detentions

Inside School Hours

- The detention duration (and activities within the detention) should reflect the nature of the behaviour that led to this consequence.
- A detention should be utilised if it is the most appropriate strategy to assist the student to learn about and modify their behaviour and grow by:
  - Reflecting upon the behaviour which led to the inappropriate behaviour
  - Assisting them to meet responsibilities which have not been fulfilled
- A detention that occurs during a recess should allow at least 25% of the scheduled recess time for a student to access toilets, a drink and food during the recess.

It is reasonable to allow a student to eat and drink during the detention in addition to that provided above if the student's completion of the detention is not impacted upon and the environment allows for eating.
- A detention will be recorded on OneSchool.
- A student should understand the reason for the detention and its purpose.

External Detention

- A decision to employ an external detention will be made by a member of the administration team after consultation with a teacher and consideration of the student’s pattern of behaviour or single incident and the range of intervention strategies available.
- Procedures will be followed as per that outlined in the Explanation of consequences.
- The record of out-of-school hours detention (Appendix 8) will be completed and parental approval will be gained prior to the out-of-hours detention being implemented.
## Appendix 8

### Record of out-of-school hours detention

<table>
<thead>
<tr>
<th>Detention details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
</tr>
<tr>
<td>Day:</td>
</tr>
<tr>
<td>Start time:</td>
</tr>
</tbody>
</table>

**Circumstances leading to detention/reasons for detention:**
- Outline behaviours that warrant a detention (in line with school’s behaviour plan)

**Detention activity details**
Outline all relevant details about the out-of-school hours detention, ensuring that sufficient information is given to parents about the nature of the activities that will be undertaken. Include:
- What the student will be doing (e.g. school work, revision of school agreements, etc)
- Where the student will be (classroom, office etc)
- Any potential hazards (as appropriate)
- Transportation (detail how the student will be getting to the activity, e.g. parent transport)
- Dress code (e.g. uniform or other suitable clothing to be worn)
- Other items to bring (e.g. school work, food or drink, hat)
- Any information relevant to students with medical requirements (e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis).

<table>
<thead>
<tr>
<th>Staff name:</th>
<th>Email:</th>
</tr>
</thead>
</table>

| School hours phone: | After school hours phone: |

### Principal’s authorisation

I have made this decision under section 276 of the *Education (General Provisions) Act 2006.*
- a risk assessment has been completed and a risk management plan developed where necessary
- parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- parents have been consulted about suitable times for the detention to be completed within the parameters set by the school
- parents have been informed of:
  - location and duration of the detention
  - their responsibility to arrange travel/supervision to and from the detention, where appropriate

<table>
<thead>
<tr>
<th>Principal’s name:</th>
<th>Principal’s signature: ………………………………………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ______________________</td>
<td></td>
</tr>
</tbody>
</table>

### Parent/guardian’s consent

If you consent to your child’s participation in the out-of-school hours detention outlined above, please complete below and return all pages to (contact name and address).
- I have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- I have been consulted about suitable times for the detention to be completed within the parameters set by the school
- I have been informed of:
  - the location and duration of the detention
  - my responsibility to arrange travel/supervision to and from the detention (if necessary)
- I give consent for my child, ____________________________ in class_________ to participate in the out-of-school hours detention detailed above.

<table>
<thead>
<tr>
<th>Parent/guardian name:</th>
<th>Parent/guardian signature: ………………………………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: <strong>/</strong>/_________</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9

Strategies and procedures in the event of a critical incident

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.

Reinforcement and correction strategies

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.

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 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 the school’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour.

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
• take into account the age, stature, disability, understanding and gender of the student.

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.

Record keeping
Each instance involving the use of physical intervention must be formally documented. A debriefing process must occur.

The following records must be maintained:
• A written incident report
• Health and safety incident record if applicable
• Debriefing report

Debriefing report

Formal debriefing
A formal debriefing is to be led by a staff member trained in the process, and who has not been involved in the event. The goals of debriefing are to:
• reverse or minimise the negative effects of physical intervention
• prevent the future use of physical intervention
• address organisational problems and make appropriate changes.

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

The debriefing should provide information on:
• who was involved
• what happened
• where it happened
• why it happened
• what we learned.

The specific questions we want to answer through the debriefing process are:
- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

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

Questions for student

- What was it that you needed?
- What upset you most?
- *What did we do that was helpful?*
- *What did we do that got it that way?*
- What can we do better next time?
- *Would you do something differently next time?*
- *What could we have done to make the physical intervention less invasive?*

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing occurred for both staff and students involved (e.g. names, date, time and outcomes).
Appendix 10

Investigations and evidence gathering – guidelines to assist with disciplinary decisions

This resource is designed to assist with the process of making disciplinary decisions. Gathering and recording evidence is a process that will vary for each decision.

The school is only required to provide the student with the material facts, supported by relevant evidence used to make a disciplinary decision. Quality is more important than quantity.

**What documentation may be considered in investigations?**

- Chapter 12, Part 3, Education (General Provisions) Act 2006
- Department policies and procedures e.g. Safe, supportive and disciplined school environment procedure
- The school’s *Responsible behaviour plan for students*
- OneSchool student’s behaviour record incident report
- staff reports – OneSchool record of contact
- audio/visual recording of an incident
- signed and dated statements/records of interview/ student’s response to allegations
- evidence of individual adjustments and supports implemented for the student/s
- evidence of interventions or supports to manage behaviour (particularly the behaviour that led to the school disciplinary absence)
- parent response or submission or other relevant correspondence received from parents or sent to parents
- evidence of criminal charges and/or bail conditions
- records of referrals to other specialists and/or government agencies
- report cards
- medical/psychological reports
- notes from guidance officer or other staff such as Youth Support Coordinator or school chaplain
- any plans including individual support plans
- other information that is relevant to the investigation.

**Statements**

- Obtaining a verbal or written statement is one way of capturing a person’s view of what happened.
- When taking statements from children, take care and use your skills to find out what they know about an incident by eliciting, clarifying key information and making an accurate record of it.
- You may record the student’s statement by writing down what they say in their own words, being careful not to ask leading questions.
- Ask the student to read and sign your notes.

**Criminal charges, court matters and bail conditions**

- Ask the student and/or the student’s carers to confirm whether or not the student has been charged and the details of the charges and bail conditions.
- You can also contact the police who are investigating the matter. Police may advise you of the charges and any relevant bail conditions.
- You can contact the regional office of the Department of Justice and Attorney-General for information.
- You may obtain information from media sources or from police press releases about the incident.
• When you become aware that a student has been charged with or is alleged to have committed a serious criminal offence/s, for example, physical or sexual assault, notify the Regional Director and consider taking appropriate disciplinary action.

Audio/visual records of the incident
• Footage from school security cameras and recordings may be used as evidence.
• A note of caution: where the footage is the property of a third party (e.g. on a student’s personal mobile phone), you must have their consent to view it and to take a copy. If the images are otherwise publicly available (such as on the internet), you may view the images without obtaining specific consent.
• A copy of audio/visual records must not be supplied as part of the material considered. In such cases, you should invite the relevant parties to view the audio/visual records at school by appointment.
Statement of expectations for a disciplined school environment

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

Expectations

State schools develop a school-wide behaviour plan collaboratively with the school community and review it regularly. The behaviour plan describes the school’s whole-school evidence-based approach to promoting positive behaviour and maintaining teaching and learning environments that support learning and wellbeing for all students. This approach is prevention-based in that the goals are to teach important social skills, prevent the development of new problem behaviours and reduce the intensity and frequency of existing problem behaviours. Finally, development, implementation and evaluation of the school-wide plan must consider and be adapted to the unique cultural and contextual characteristics (e.g. language, rituals, mannerisms, values, histories) of the school’s students, their families, staff and community members.

Recent research indicates that consistently implementing an evidence-based whole-school, positive approach to behaviour can improve social behaviour and student performance. Research clearly indicates the positive impact of parents and the community working together with the school and developing shared behaviour expectations, effective school leadership, quality teaching and an engaging curriculum. Analysis of the research indicates there are core elements that make a significant difference in increasing positive behaviour and reducing inappropriate behaviour. The approach detailed in the school’s behaviour plan will reflect the following core elements:

1. Principal leadership
   - Demonstrate visible and active support of a positive whole-school approach to behaviour.
   - Establish and actively participate in a school leadership team to enact the behaviour plan and manage the implementation of a whole-school approach to behaviour.
   - Engage all members of the school community and participate in the development, implementation and enhancement of the behaviour plan.
   - Regularly review the school’s behaviour plan using data to inform discussions and decision-making.
   - Facilitate professional learning opportunities for all staff to enable effective implementation of the behaviour plan and to enhance their skills to positively manage behaviour.
   - Acknowledge students, staff and family member participation and contribution to the implementation of the behaviour plan.
   - Gain staff commitment to implementing the school’s behaviour plan consistently and with the highest degree of integrity.

2. Parent and community engagement
   - Develop a shared understanding of behavioural expectations and actively seek parent and community participation in the development of the school’s behaviour plan.
   - Engage in regular positive, respectful interactions with family and community members such that positive, respectful, and valued relationships are established.
   - Communicate clearly the school’s expectations for student behaviour to students and their parents at enrolment and throughout the student’s enrolment.
   - Engage parents as partners to support their child’s learning and behaviour.
   - Promptly inform parents of any behaviour incidents and if their child requires additional support with behaviour and engage parents in developing strategies to support the student.
   - Provide opportunities for parents to enhance their skills to positively support behaviour success at school.

3. Data informed decision making
• Regularly and frequently enter data about positive and inappropriate student behaviour into OneSchool, using agreed procedures and protocols.

• Employ standard evaluation questions that consider (a) what, where, when and why students engage in particular behaviours; (b) staff members involved; and (c) accuracy and consistency of implementation of the positive whole-school approach.

• Regularly analyse student behaviour and achievement data at student and systems levels to: evaluate the implementation and effectiveness of the positive whole-school approach; and, inform revision of the school’s behaviour plan.

• Regularly communicate and discuss findings with school staff and parents to inform decision-making about individual, group and school-wide responses.

4. Clear consistent expectations for behaviour

• Set high expectations for behaviour and learning across the whole-school community and for all students.

• Identify, define and describe three to five positive behaviour expectations that are important in all school settings and for all students and staff members.

• Develop and implement formal lesson plans using positive behaviour examples that are representative of typical school settings and each of the three to five positive expectations.

• Develop and implement procedures for reporting, and responding to inappropriate behaviour and train staff to ensure consistent effective implementation.

• Set disciplinary consequences for unacceptable behaviour that align with the legislative requirements of the Education (General Provisions) Act 2006 and department policies and procedures. Apply them fairly and consistently.

5. Explicit teaching of appropriate behaviour to all students

• Provide differentiated curriculum within the school’s pedagogical framework to engage students and promote learning.

• Select evidence-based behaviour strategies that can be organised into a tiered continuum of behaviour supports.

• Define, teach, reteach and model the expected behaviours and provide opportunities for practice in the settings in which they will be used.

• Actively supervise students, promote expected behaviour, prevent and correct inappropriate behaviour and acknowledge positive behaviour continuously.

• Differentiate behaviour support practices and strategies, based on data related to student progress and responsiveness, to teach appropriate behaviour and social and emotional skills to:
  – all students
  – identified groups of students whose behaviour still does not meet the behaviour expectations despite the teaching given to all students
  – identified individual students whose behaviour continues to be inappropriate despite participating in the teaching given to all students and their involvement in small group programs.

• Ensure differentiated approaches recognise disability, while not accepting inappropriate behaviour.
Appendix 12

Essential skills for classroom management (ESCM)

Teachers at the school are supported to implement a positive learning environment through the implementation of the Profiling process. Profiling focuses on the ten classroom management skills used by highly successful teachers: Essential skills for classroom management. The process involves teachers working with a trained profiling staff member to track patterns of interaction in the classroom, teacher-student and student-student, with the goal of strengthening teacher skills base. Profiling is encouraged and is available to all teachers on request. The school currently has on staff several people trained in the profiling process.

**Expectations**

1. **Establishing Expectations** – students need to know what is safe and responsible in a particular context.
   - Articulate clear expectations for each task/day/learning context.
   - Keep expectations short and simple.
   - Keep rules positive.

2. **Giving instructions** – to give a clear direction about what to do.
   - Be clear. Start with a verb – make it short. Less than 8 words is good.
   - Phrase as an instruction, not a question.
   - Use a calm but expectant tone of voice – use ‘thanks/now’ rather than ‘please’ at the end of an instruction.
   - Keep instructions separate from curriculum/content talk.

3. **Waiting and scanning** – 5+ seconds after giving an instruction
   - To gain student attention/allow processing of an instruction.
   - Remain silent and maintain eye contact. Use assertive body language.
   - Praise compliance. Redirect if necessary.

4. **Cueing with parallel acknowledgement** – acknowledge students’ on task behaviour in order to influence another to copy/follow suit.
   - Correct inappropriate behaviour without negativity.
   - Offer an alternative to re-direction. Can avoid nagging.

**Acknowledgement**

5. **Body language encouragement** – use of body language to encourage students to remain on task.
   - Walk around the room/touch work of students on task.
   - Smile/make eye contact. Do not stare. Make non-verbal gestures/finger signals to indicate what you want.
   - Approach off-task students, but don’t stand too close. Walk away after giving correction. Scan back.
   - Avoid showing irritation.

6. **Descriptive encouraging** – encourage students to become aware of their competence by commenting on their behaviour.
   - Say exactly what you want to see or hear more frequently. Encourage positive behaviour.
   - Use non-emotive language. Be respectful, not gushy.
   - Avoid conditional praise. (E.g. ‘good you have done this before’)
7. **Selective attending** – give minimal attention to off-task behaviour
   - Give instruction, encourager. Say 'thanks' not 'please'
   - Walk away – give take-up time for students to start work
   - Attend in least intrusive way, then acknowledge if compliant.

**Re-direct to the learning** – to give the impression you care about the learning, not just the behaviour.
   - Avoid talking about behaviour when re-directing.
   - De-personalise comments when re-directing.
   - Acknowledge when student returns to task.

9. **Give a choice** – respectfully confront the student who is disrupting others with the available choices and their natural consequences.
   - Not seen as punishment but logical consequence.
   - Firm, calm, measured tone, not a threat.

10. **Follow through** – planned action to deal with on-going disruptive behaviour
    - It is the certainty not the severity. Do what you planned and said you would do (at the best time). Establish that you mean what you say.
    - Model assertive, morally courageous behaviour.
## Tin Can Bay P-10 State School: Behaviour definitions and categories

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Severity</th>
<th>Example</th>
<th>OneSchool category</th>
</tr>
</thead>
</table>
| Being in the wrong area | Conducting oneself inappropriately within an area designated for a specific purpose, or being in an area that is out of bounds                                                                 | MINOR – Minor  | • Playing or running in passive areas  
• Running in and out of toilets  
• Hiding in the toilets  
• Playing in a play area at inappropriate times (i.e. when not timetabled onto that area)  
• Being in an area designated for use by students of other year levels  
• Sitting in the incorrect eating area  | Not recorded on OneSchool                                                             |
|                         |                                                                                                                                                                                                            | MINOR – Major  | • Consistently being in an area that would be considered MINOR – Minor (repeated behaviour)  
• Being in an a wrong area despite being directed by a staff member to leave  
• Playing running games through buildings, such as students chasing each other along the veranda of A or B Blocks  
• Climbing on toilet cistern  | Non-compliant with routine                                                                                                                      |
|                         |                                                                                                                                                                                                            | MAJOR – Minor  | • Playing in an area that results in the destruction of school property, such as in garden beds  
• Being in a classroom during breaks without permission / supervision  
• Playing outside of the school grounds, for example in trees behind oval, in paddock adjacent to school grounds  
• Behaving suspiciously in the office area / admin offices when a staff member is not present  | Non-compliant with routine                                                                                                                      |
| Excluding               | Using verbal and/or body language to exclude a student from a situation with the intention or outcome to make this student feel socially and emotionally uncomfortable                                           | MINOR – Minor  | • First instance of not allowing another student to play without legitimate reason  | Not recorded on OneSchool                                                             |
|                         |                                                                                                                                                                                                            | MINOR – Major  | • Continually not allowing another student to play without legitimate reason  
• Being an individual that conspires with another / other student/s to run away from one student  | Bullying / Harassment                                                                                                                            |
| Teasing                 | Age appropriate comments or actions directed towards another student with intention or outcome to make this student feel uncomfortable                                                                   | MINOR – Minor  | • Indirect comments such as ‘Jill’s sandwich smells funny’  | Not recorded on OneSchool                                                             |
|                         |                                                                                                                                                                                                            | MINOR – Major  | • Name calling that does not involve the use of severe profanity  
• Manipulation of a student’s name and talking about or referring to this student by this name  
• Inappropriate gestures directed at a student, such as pulling a face, etc.  | Bullying / Harassment                                                                                                                            |
| Bullying                | Repeated incidents of teasing with intention or outcome to cause emotional, social or physical harm to the student                                                                                       | MAJOR – Minor  | • Any MINOR behaviours that are repeated over a period of time despite previous intervention from staff  
• Hiding another student’s belongings  | Bullying / Harassment                                                                                                                            |
|                         |                                                                                                                                                                                                            | MAJOR – Major  | • Any MINOR behaviours that are repeated  
• Being an individual that conspires with another / other student/s to cause emotional or physical harm (being part of a group ‘ganging up’)  
• Use of racial slurs or derogatory body language  | Bullying / Harassment                                                                                                                            |
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Severity</th>
<th>Example</th>
<th>OneSchool category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling out</td>
<td>Does not use hand to indicate willingness to speak</td>
<td>MINOR – Minor</td>
<td>• See definition – p.12</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td>Disrespectful attitude</td>
<td>Arguing or directing verbal language which may include profanities, body language and gestures towards a staff member which shows disregard to his/her authority</td>
<td>MINOR – Minor</td>
<td>• Refusing to talk to a staff member</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Disrespectful gestures such as purposefully and obviously rolling eyes in response to a staff member</td>
<td>Defiant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Disrespectful gestures such as purposefully and obviously rolling eyes in response to a staff member</td>
<td>Defiant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Derogatory terms used about a staff member that is not directed to that staff member nor intended for that staff member to hear (may be used in conversations with peers or when walking away from a staff member)</td>
<td>Defiant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Swearing in conversation with a staff member, such as describing a task given by that staff member</td>
<td>Defiant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Threatening others</td>
<td>Defiant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Calling a staff member inappropriate names</td>
<td>Defiant</td>
</tr>
<tr>
<td>Disrespect of property</td>
<td>Purposeful action or behaviour with the intent or outcome to deface or damage property of the school or others</td>
<td>MINOR – Major</td>
<td>• Drawing on another student’s work</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Ripping a page out of a library book</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Defacing toilet walls</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Carving into another’s property, such as a student’s pencil</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Breaking another student’s pencils</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Wasting excessive amounts of toilet paper</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Smearing soap on toilet mirrors</td>
<td>Property misconduct</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Employment of behaviours or actions that distract or inhibit teaching and learning, or distract others from a task, including use of audible noises, repeated unrelated comments, physical gestures or movements.</td>
<td>MINOR – Minor</td>
<td>• Tapping a pencil</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Talking</td>
<td>Disruptive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Singing</td>
<td>Disruptive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Making silly noises</td>
<td>Disruptive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Moving aimlessly around the learning area</td>
<td>Disruptive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Interrupting with comments that may or may not be related to the task instead of raising hand</td>
<td>Disruptive</td>
</tr>
<tr>
<td>Repeated behaviour</td>
<td>Continued a has previously been discussed with the student at least twice, yet no attempt to improve behaviour is evident</td>
<td>MINOR – Major</td>
<td>• Any MINOR – Minor behaviours that are repeated</td>
<td>Disruptive</td>
</tr>
<tr>
<td>Disruptive non-compliance</td>
<td>Refusal to follow an instruction given by a staff member to cease disruptive behaviours</td>
<td>MAJOR – Minor</td>
<td>• Any MINOR behaviours that are continued despite being directed on at least two occasions previously to cease such behaviour</td>
<td>Disruptive</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>Severity</td>
<td>Example</td>
<td>OneSchool category</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>----------</td>
<td>---------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Encouraging inappropriate behaviour</td>
<td>Using verbal language, body language or gestures to embolden another student to make or continue with inappropriate behaviour choices</td>
<td>MINOR – Minor</td>
<td>• Laughing at another student who is demonstrating inappropriate behaviour</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Daring another student not to follow a direction given by a staff member</td>
<td>Other conduct prejudicial to the good order and management of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Encouraging another student to join in inappropriate behaviours</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Encouraging another student to participate in or demonstrate inappropriate behaviour that would be deemed as MAJOR, such as wagging, swearing at a staff member, bullying another student, etc.</td>
<td></td>
</tr>
<tr>
<td>Incorrect use of equipment</td>
<td>Incorrect use of equipment including own and school-owned materials in any context other than where the incorrect use of equipment is for the purposes of causing distraction and disruption to the learning environment</td>
<td>MINOR – Minor</td>
<td>• Tapping a tennis racquet</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Kicking a basketball</td>
<td></td>
</tr>
<tr>
<td>Disrespectful use of equipment</td>
<td>Purposeful misuse of school-owned and others’ equipment with intention to cause any degree of damage</td>
<td>MINOR – Major</td>
<td>• Swinging a lanyard around</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Tapping or whacking a ruler against something</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Throwing sporting equipment in anger, such as throwing a cricket bat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Dangerous use of equipment, such as lighting a match in another’s face, holding a Bunsen burner flame towards another person, etc.</td>
<td></td>
</tr>
<tr>
<td>Incorrect use of furniture</td>
<td>Use of furniture for anything other than what it was intended for, but not with intent to cause damage</td>
<td>MINOR – Minor</td>
<td>• Swinging on chairs</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Rocking desks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sitting on desks / tables</td>
<td></td>
</tr>
<tr>
<td>Disrespectful use of furniture</td>
<td>Purposeful misuse of furniture to cause any degree of damage or harm, or to seek attention</td>
<td>MINOR – Major</td>
<td>• Drawing on a desk or chair with a pencil</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Slamming a door</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Drawing on a desk or chair with a pen or permanent marker</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Carving into any item of furniture with a sharp object</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Pushing furniture over</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Pulling a chair away from someone in the process of sitting down on that chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Throwing furniture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Purposefully pushing a full bookcase over onto someone</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>Severity</td>
<td>Example</td>
<td>OneSchool category</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| Inappropriate use of ICTs       | Using an ICT device, including computers, hardware, cameras, laptops, in an unsafe, disrespectful or irresponsible manner                   | MINOR – Minor | • Smacking the keyboard  
• Turning a computer that has not been shut down off at the power point  
• Not having laptop charged (Years 7-10) | Not recorded on OneSchool        |
|                                |                                                                                                                                             | MINOR – Major | • Using another’s log on details  
• Giving one’s own log on details to another                                                                                           | IT misconduct                   |
|                                |                                                                                                                                             | MAJOR – Minor | • Photographing inappropriate subject matter                                                                                           | IT misconduct                   |
|                                |                                                                                                                                             | MAJOR – Major | • Purposefully causing physical damage to hardware                                                                                     | IT misconduct                   |
|                                | Using the internet and/or email to access and/or communicate inappropriate information, including accessing non-MIS email accounts during lessons | MINOR – Minor | • Using the internet when it is not required for the learning task                                                                      | Not recorded on OneSchool        |
|                                |                                                                                                                                             | MINOR – Major | • Sending an email containing a swear word, with the swear word used in conversation as opposed to directed at or describing someone  
• Using websites that are not related to the task given at that time  
• Accessing non-EQ based email accounts during a lesson | IT misconduct                   |
|                                |                                                                                                                                             | MAJOR – Minor | • Searching inappropriate subject matter  
• Using or attempting to use inappropriate websites                                                                                     | IT misconduct                   |
|                                |                                                                                                                                             | MAJOR – Major | • Cyber bullying  
• Sending an email with inappropriate content, or directing the email recipient to inappropriate content or websites  
• Using ICT devices in conjunction with the internet to defame or cause emotional distress to another, such as taking and posting photos, videos or voice recordings of another / other student/s, staff members or the public | IT misconduct                   |
| Inappropriate movement around the school | Moving in an inappropriate or unsafe manner around the school                                                                                 | MINOR – Minor | • Running on cement  
• Sliding down the rail of the stairs  
• Jumping numerous stairs                                                                                                               | Not recorded on OneSchool        |
|                                | Inappropriate use of language                                                                                                                | MINOR – Minor | • Using a swear word in a conversation with a peer, where the word is not used to describe or refer to another person  
• Swearing in response to something, such as using a word to express pain after a heavy item falls on one’s foot | Not recorded on OneSchool        |
| Abusive language - student     | Swearing directed towards another student in a demeaning or provoking manner                                                                | MINOR – Major | • Using one low-level swear word towards another student                                                                                   | Verbal misconduct                |
|                                |                                                                                                                                             | MAJOR – Minor | • Repeated use of one low-level swear word directed towards another student  
• Use of highly explicit profanity directed towards another student                                                                            | Verbal misconduct                |
<p>| Abusive language - staff member | Swearing directed towards a staff member in a demeaning or provoking manner                                                                   | MAJOR – Major | • Swearing directly at a staff member                                                                                                | Verbal misconduct                |</p>
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Severity</th>
<th>Example</th>
<th>OneSchool category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late arrival</td>
<td>Arriving late to school or a class</td>
<td>MINOR – Minor</td>
<td>• See definition – p.12</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td>Leaving without permission</td>
<td>Leaving with classroom, learning area or a discussion without permission</td>
<td>MINOR – Minor</td>
<td>• Leaving the classroom learning area or discussion but staying within viewing distance, with a valid reason</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Minor</td>
<td>• Leaving the classroom learning area or discussion and staying within instructed time frame</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Leaving the classroom learning area or discussion, without being in viewing distance / space</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Leaving the classroom or learning area with actions that disrupt others</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Leaving the classroom learning area or discussion and exiting the school grounds or being unsafe (eg. scaling fences)</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td>Littering</td>
<td>Not placing rubbish in the bin</td>
<td>MINOR – Minor</td>
<td>• Littering</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>Having a mobile phone not out of sight and out of use during school hours</td>
<td>MINOR – Major</td>
<td>• Having a mobile phone visible in the school including headphone use</td>
<td>Misconduct involving object</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Having a mobile phone ring at school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Having a mobile phone disturb learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using a mobile phone in any way during school hours</td>
<td>MAJOR – Minor</td>
<td>• Using a mobile phone during a lesson when it is not part of the learning task instructed by a teacher</td>
<td>Misconduct involving object</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Having a mobile phone disturb learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Using a mobile phone to capture images or recordings of others without school permission</td>
<td>Misconduct involving object may also be bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Using a mobile phone to send inappropriate messages or posts</td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td>Refusal to follow an instruction given by a staff member</td>
<td>MINOR – Minor</td>
<td>• Not immediately following a rule reminder given by a staff member</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Not following a rule reminder that has been given more than once by a staff member</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Not following a clear instruction that has been given by a staff member to ensure that student learning is not inhibited</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Minor</td>
<td>• Not following a clear instruction that has been given once or more than once by a staff member to ensure that learning can continue, or to inhibit an unsafe situation from eventuating</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>• Not following a clear instruction that has been given once by a staff member to uphold safety</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td>Non-compliance with dress code</td>
<td>Not wearing items of clothing as stated in the school dress code or wearing clothing or items of jewellery that do not adhere to the school dress code</td>
<td>MINOR – Minor</td>
<td>• See uniform policy and consequences</td>
<td>Non-compliant with routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>• Repeated failure to follow uniform policy</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>Severity</td>
<td>Example</td>
<td>OneSchool category</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Non-preparedness</td>
<td>Does not have the required materials for class (if continual, go to repeated behaviour)</td>
<td>MINOR – Minor</td>
<td>• See definition – p.12</td>
<td>Not recorded on OneSchool</td>
</tr>
</tbody>
</table>
| Possessing a personal device | Having a personal device other than a mobile phone, such as an iPod, iPad, electronic game, etc. either on your person, or stored in equipment during school hours                                                                                                                                                                                                                                                                                                                                                          | MINOR – Major | • Having an iPod in one’s school bag  
• Having a DS in one’s school bag  
• Having an iPod in one’s pocket  
• Having an iPod in one’s pencil case  
• Having an iPod in one’s lunch box  
• Having an iPad in one’s school bag                                                                                                                                                                                                                                                                                                                                  | Misconduct involving object     |
| Using a personal device | Using a personal device other than a mobile phone, such as an iPod, iPad, electronic game, etc. in any way during school hours                                                                                                                                                                                                                                                                                                                                                                  | MAJOR – Minor | • Using a personal device during a lesson when it is not part of the learning task                                                                                                                                                                                                                                                                                                                                       | Misconduct involving object     |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | MAJOR – Major | • Using a personal device to capture images or recordings of others when it is not part of the learning task                                                                                                                                                                                                                                                                                                                   | Misconduct involving object     |
| Physical contact        | Inappropriate touching without intention to cause harm, which may include playful pushing, shoving, barging, rough-housing                                                                                                                                                                                                                                                                                                                                                                      | MINOR – Minor | • Accidentally knocking into another student in the playground or when passing in transition                                                                                                                                                                                                                                                                                                                                 | Not recorded on OneSchool       |
| Physical misconduct     | Physical contact with the intent or outcome to cause harm to another, including punching, kicking, hitting or making contact with an implement                                                                                                                                                                                                                                                                                                                                                  | MAJOR – Minor | • Hitting another student in an area other than in the face  
• Forcefully pushing a student  
• Punching another student with a closed fist and with force  
• Pushing a pencil or sharp object into another student  
• Slapping another student across the face                                                                                                                                                                                                                                                                                                         | Physical misconduct            |
| Aggravated physical misconduct | Physical contact with the intent or outcome to cause harm to another, including punching, kicking, hitting that is in response to verbal or physical misconduct directed to this student                                                                                                                                                                                                                                                                                                           | MINOR – Major | • Playful pushing, showing or barging of another student that initiates such behaviour  
• Rough-housing in the playground / sandpit with another student who has initiated such behaviour                                                                                                                                                                                                                                                                                                          | Physical misconduct            |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | MAJOR – Minor | • Hitting another student in an area other than in the face in response to something that this student has done to purposefully upset or anger  
• Pushing a student forcefully in response to being pushed by this student  
• Punching another student with a closed fist and with force in response to something that this student has said or done purposefully to upset or anger  
• Pushing a pencil or sharp object into another student in response to something that this student has said or done purposefully to upset or anger  
• Slapping another student across the face in response to something that this student has said or done purposefully to upset or anger  
• Punching another student after the student punches first                                                                                                                                                                                                                                                   | Physical misconduct            |
<p>| Possession of illegal   | Bringing and/or holding illegal substances on school property                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | MAJOR – Major | • See definition – p.12                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Substance misconduct            |</p>
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Severity</th>
<th>Example</th>
<th>OneSchool category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal to complete task</td>
<td>Does not attempt to complete the learning task set</td>
<td>MINOR – Minor</td>
<td>No attempt is made to complete the task until prompting or redirection by a staff member, to which the student responds by attempting the task</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>Continued refusal to attempt the task following further direction and assistance provided by staff member</td>
<td>Refusal to participate in program of instruction</td>
</tr>
<tr>
<td>Repeated behaviour</td>
<td>Continued behaviour or action that has previously been discussed with the student at least twice, yet no attempt to improve behaviour is evident</td>
<td>MINOR – Major</td>
<td>Continued non-compliance with dress code, such as not wearing a hat on one’s head in the playground or removing shoes to kick a football on the oval after being redirected at least twice</td>
<td>Third minor referral</td>
</tr>
<tr>
<td>Repeated behaviour after follow up by leadership team</td>
<td>Refusal to follow an instruction given by a staff member regarding continued behaviour or action that has previously been discussed and redirected by staff</td>
<td>MAJOR – Minor</td>
<td>Continued non-compliance with dress code following intervention by Principal</td>
<td>Other conduct prejudicial to the good order and management of the school</td>
</tr>
<tr>
<td>Repeated behaviour after follow up by principal</td>
<td>Refusal to follow an instruction given by a staff member regarding continued behaviour or action that has previously been discussed and redirected by staff</td>
<td>MAJOR – Major</td>
<td>Making a conscious choice not to follow an instruction given by a staff member that results in the disruption of others’ learning</td>
<td>Other conduct prejudicial to the good order and management of the school</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Any unwanted sexual action, behaviour or comment directed towards another that makes him/her feel offended, humiliated or intimidated</td>
<td>MAJOR – Major</td>
<td>Behaviour that would constitute sexual harassment under societal norms.</td>
<td>Bullying / Harassment</td>
</tr>
<tr>
<td>Smoking</td>
<td>Inhaling tobacco or other substance on school property, on a school excursion, or in school uniform</td>
<td>MAJOR – Major</td>
<td>Smoking on school grounds or whilst in uniform or expected to be involved in a school activity</td>
<td>Substance misconduct involving tobacco and other legal substances</td>
</tr>
<tr>
<td>Petty theft</td>
<td>Taking an item of little value without permission from the owner, and at times, without intent to return the item taken to the owner</td>
<td>MINOR – Minor</td>
<td>Taking another student’s pencil to with intent to return it once finished, but without asking permission from the student</td>
<td>Not recorded on OneSchool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MINOR – Major</td>
<td>Taking another student’s pencils with intent to keep them</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Taking money that is found and not handing it into a staff member</td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td>Taking an item or items of significant value that belong/s to another person without the owner’s permission</td>
<td>MAJOR – Minor</td>
<td>Taking an item of value without intent to return it, such as a hat, a diary, a football, a lunchbox</td>
<td>Property misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Taking and/or eating another’s food</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAJOR – Major</td>
<td>Taking money from the office</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Taking a mobile phone from the office</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Taking another’s wallet or purse</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Definition</td>
<td>Severity</td>
<td>Example</td>
<td>OneSchool category</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>
| Throwing objects       | Propelling objects towards another person or object with the intent or outcome to cause damage, or physical, emotional or social harm to another | MINOR – Major     | - Throwing a paper aeroplane  
- Throwing any object that is very unlikely to cause physical damage or harm to another, such as an eraser | Misconduct involving object  |
|                        |                                                                                               | MAJOR – Minor     | - Throwing a pencil case  
- Throwing a shoe  
- Throwing a ruler  
- Throwing an object that is likely to cause only minimal physical damage or harm to another | Misconduct involving object  |
|                        |                                                                                               | MAJOR – Major     | - Throwing any object that is of significant weight or sharpness, likely to cause physical damage or harm to another such as: a pair of scissors, desk, chair, knife, shovel, etc | Misconduct involving object  |
| Truanting              | Not attending school or lessons with no appropriate reason                                     | MINOR – Major     | - More than 10 minutes late for class without a legitimate reason  
- Leaving the classroom and staying within viewing distance  
- Purposefully avoiding a consequence. E.g. not turning up for Time Out. (If continual, see repeated behaviour) | Truant / Skip Class          |
|                        | Leaving lessons with no appropriate reason to do as such, or for avoidance                    | MAJOR – Minor     | - Avoiding class by hiding in the toilets for a period of time, but not the whole lesson  
- Leaving class and hiding, with no reason to do so | Truant / Skip Class          |
|                        | Avoiding a consequence such as Time Out                                                       | MAJOR – Major     | - Avoiding a whole lesson by hiding in the school grounds  
- Leaving the school grounds to avoid class for any length of time  
- Not attending school without parent or caregivers’ knowledge of non-attendance | Truant / Skip Class          |
| Unfair play            | Not following the rules of a game, not taking turns, etc                                     | MINOR – Minor     | - Not recorded on OneSchool                                             | Not recorded on OneSchool    |
Appendix 14

Student self-monitoring card- Attendance and Learning Behaviour

Student name: [Blank]
Year level: [Blank]
Term: [Blank]

My attendance goal for this term
In discussion with my parents/caregiver I have decided that my attendance goal for this term is...
With their support I will do my utmost to achieve this goal. I understand that sometimes illness may occur which I cannot control, I can only try my best to achieve my goal.
If your goal is less than 90% please have your parent/carer complete the section overleaf.

I will be able to achieve this goal if I do not miss more than... [Blank] a fortnight. (Refer to page 2)

Student signature: [Blank]
Date: [Blank]/[Blank]/[Blank]

Parent/caregiver signature: [Blank]

Wk | Daily attendance/learning behaviour record | Days absent
--- | ------------------------------------------ | ---
| Monday | Tuesday | Wednesday | Thursday | Friday | This week | Term total |
| 1 | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] |
| 2 | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] |
| 3 | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] |
| 4 | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] |
| 5 | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] | [Blank] |

Mid-term summary
Bronze certificate awarded for meeting goal and/or attaining all green
[ ] Yes
[ ] Not this time

End of term summary
Bronze certificate awarded for meeting goal and/or attaining all green
[ ] Yes
[ ] Not this time
Silver certificate awarded for meeting goal this term and/or attaining all green
[ ] Yes
[ ] Not this time

Tin Can Bay P–10 State School

TIN CAN BAY

TARGET 91%
## Attendance calculator – *calculating my goal*

<table>
<thead>
<tr>
<th>Attendance %</th>
<th>Period absent:</th>
<th>Per week</th>
<th>Per fortnight</th>
<th>Over 5 weeks</th>
<th>Over 10 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100%</strong></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>99%</strong></td>
<td></td>
<td>15 mins</td>
<td>½ hour</td>
<td>½ day</td>
<td>½ day</td>
</tr>
<tr>
<td><strong>98%</strong></td>
<td></td>
<td>½ hour</td>
<td>1 hour</td>
<td>¼ day</td>
<td>1 day</td>
</tr>
<tr>
<td><strong>97%</strong></td>
<td></td>
<td>¾ hour</td>
<td>1½ hours</td>
<td>¾ day</td>
<td>1½ days</td>
</tr>
<tr>
<td><strong>96%</strong></td>
<td></td>
<td>1 hour</td>
<td>2 hours</td>
<td>1 day</td>
<td>2 days</td>
</tr>
<tr>
<td><strong>95%</strong></td>
<td></td>
<td>1¼ hours</td>
<td>½ day</td>
<td>1¼ days</td>
<td>2½ days</td>
</tr>
<tr>
<td><strong>94%</strong></td>
<td></td>
<td>1½ hours</td>
<td>3 hours</td>
<td>1½ day</td>
<td>3 days</td>
</tr>
<tr>
<td><strong>92%</strong></td>
<td></td>
<td>2 hours</td>
<td>4 hours</td>
<td>2 days</td>
<td>4 days</td>
</tr>
<tr>
<td><strong>90%</strong></td>
<td></td>
<td>2½ hours</td>
<td>1 day</td>
<td>2½ days</td>
<td>5 days</td>
</tr>
<tr>
<td><strong>85%</strong></td>
<td></td>
<td>4½ hours</td>
<td>9 hours</td>
<td>4½ days</td>
<td>8.5 days</td>
</tr>
<tr>
<td><strong>80%</strong></td>
<td></td>
<td>1 day</td>
<td>2 days</td>
<td>5 days</td>
<td>10 days</td>
</tr>
</tbody>
</table>

### Less than 90%

Our school target is 91%. If the target is below 90% it would be helpful to provide some details below so the teacher and school can understand circumstances pertaining to the child. Thankyou

### Circumstances supporting a goal that is below 90%

---

**Parent/Carer signature:**
### Appendix 15

#### The school-wide behaviour and effort matrix

<table>
<thead>
<tr>
<th>'Striving for the best'</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strive to be best</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Be a Learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work consistently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ask for assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not allow others to distract me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not distract others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I participate in lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not call out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I produce work to the best of my ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seek extension in capable areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seek extension in capable areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I contribute to class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I adapt to any learning approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I contribute to class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I attempt all work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work hard on areas that need improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't give up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work on strategies to succeed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I check my own work for errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can remain calm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can move on from negative experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can walk away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I find appropriate help</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resilience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I treat all students and adults with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I help peers out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I support peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use appropriate language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use appropriate social skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use classroom and school agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Getting Along</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am ready for lessons/punctual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have my equipment ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look after my own equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look after the equipment belonging to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I follow instructions quietly and quickly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I hand in my homework on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I produce neat work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I keep my work area tidy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use my time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Report card descriptors**

- **P - 2**: VERY HIGH
- **3 - 10**: HIGH
- **EXCELLENT**: SATISFACTORY
- **NEEDS ATTENTION**: DEVELOPING
- **UNACCEPTABLE**: SUPPORT REQUIRED

<table>
<thead>
<tr>
<th>Mid Term 1 Review</th>
<th>Mid Term 2 Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Term 1 Review</td>
<td>End of Term 2 Review</td>
</tr>
</tbody>
</table>
Appendix 16

Protocols – Recording incidents in OneSchool

OneSchool is the Department’s official school record system. Reports and information held on OneSchool are made available to parents upon request.

Protocols for using OneSchool

- A behaviour incident record must be made in OneSchool by a teacher or teacher-aide with a duty-of-care for the student at the time a recordable incident or behaviour occurs.

- A record must be made if a student is:
  - required to leave the learning environment because of their behaviour
  - involved in a ‘major’ incident (according to the school definition)
  - referred for intervention.

- All sections of the Behaviour incident report must be completed. (Note: In ‘Motivation’, Don’t know should be chosen unless it is explicitly clear from the student the motivation for their behaviour or actions.)

- Choice of Minor and Major must be consistent with our school’s definition
  - Minor – inappropriate behaviour, including persistent inappropriate behaviour that is likely to have low level consequences for self and others, that is managed in-situ by the supervising teacher through administering consequences and/or making contact with the student’s caregiver.
  - Major – inappropriate behaviour that is chronically persistent or has severe consequences for self and others. This behaviour may be managed by the supervising teacher, however it is also referred to Administration for shared management and/or additional intervention.

- Choose one behaviour category only.
  - The category should be the one that typifies the reason for recording the incident and primary behaviour concern.
  - If other behaviours result from the intervention (i.e. secondary behaviours and responses) these should be described in the incident report.

- The incident description should be:
  - factual, and based on observations
    - Be careful not to draw conclusions about the motivation for behaviour or ‘guilt’
      - For example:
        - John punched Brett because he was angry.
        - John punched Brett. John appeared to be angry.
        - John punched Brett. John admitted to being angry with Brett.
    - non-emotive
    - specific
      - For example: if a student swears – record the exact words using quotation marks ("’").
    - clear
      - Avoid general descriptors without clarification.
      - For example:
        - John was disruptive.
        - John was disruptive. He was calling out and throwing paper planes.
    - concise
    - complete
      - The description should meet the ‘stand alone test’. That is, it should be able to be read by a parent and provide them with an objective, complete and concise description of their child’s behaviour and the context in which it occurred.

Referrals

- Only refer to one other staff member.
- Only refer if the incident is to be followed up for intervention, not as a ‘for your information’.
- Responsible Choice slips/Playground slips must be followed up with a more detailed OneSchool incident report completed by the teacher or reporting officer.

Action/consequence Feedback

The person responding to the referral will feedback in regard to the actions and consequences taken.
6. Consequences for unacceptable behaviour - Appendix 17

Overview of behaviour processes, responses and roles

<table>
<thead>
<tr>
<th>Positive rewards and recognition</th>
<th>Effective learning and engagement</th>
<th>Deliberate teaching strategy including re-direction and intervention</th>
<th>Targeted behaviour support</th>
<th>Intensive behaviour support</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TCB Learner role model</td>
<td>The TCB Learner</td>
<td>• Demonstrating and engaging with the TCB three agreements and five keys</td>
<td>• A particular behaviour action or pattern of behaviour student requires stand-alone intervention</td>
<td>Reflect, re-focus and reconnect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds to Effective teaching practice</td>
<td>Stress learning, understanding and developing solutions and building from strengths, fostering supportive relationships.</td>
<td>A particular behavior action or pattern of behaviour student which seriously compromises the rights of that individual or of others to a safe, respectful and learning focused environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ASCM strategies</td>
<td></td>
<td>Aim to treat each case on an individual basis with the goal of re-engaging students and maintaining their sense of belonging and well-being</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ASOT – Domain 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence / No support required</td>
<td>Minimal support</td>
<td>The student who independently or through engagement with effective teaching practice is safe, respectful and a learner. The student maintains the desired behaviours and engages positively</td>
<td>The student who is generally self-regulating and who responds positively and sustainably to re-direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some support provided to student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Significant Support targeted at an Individual or specific behaviour</td>
<td>A shared approach to modifying behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intensive support for an Individual or specific behaviour</td>
<td>A coordinated approach to refocus and reconnect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>The student is generally self-regulating and who responds positively and sustainably to re-direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>This results in</td>
<td></td>
</tr>
<tr>
<td>their</td>
<td></td>
</tr>
<tr>
<td>Realisation of potential</td>
<td></td>
</tr>
<tr>
<td>Difference recognised and valued</td>
<td></td>
</tr>
<tr>
<td>Learners have a voice</td>
<td></td>
</tr>
<tr>
<td>Collaboration and teamwork</td>
<td></td>
</tr>
<tr>
<td>Wise decision making</td>
<td></td>
</tr>
<tr>
<td>Trust and respect</td>
<td></td>
</tr>
<tr>
<td>Healthy, happy and safe individuals</td>
<td></td>
</tr>
<tr>
<td>Compassion</td>
<td></td>
</tr>
<tr>
<td>Stability and security</td>
<td></td>
</tr>
</tbody>
</table>

Positive recognition strategies

<table>
<thead>
<tr>
<th>Immediate class based rewards</th>
<th>TCB tick</th>
<th>Positive postcard</th>
<th>TCB learner – Bronze, Silver, Gold</th>
<th>Letter of recognition</th>
</tr>
</thead>
</table>

Proactive strategies

<table>
<thead>
<tr>
<th>Quality teaching – ASOT and Essential skills for classroom management</th>
<th>Individualised and differential learning</th>
<th>3 X TCB school agreements</th>
<th>5 X TCB keys</th>
<th>Regular communication with parents</th>
<th>Positive relationships</th>
<th>SEL program</th>
</tr>
</thead>
</table>

Sample

<table>
<thead>
<tr>
<th>Proactive/preventative strategies by the teacher</th>
<th>Guidance support</th>
<th>Team support and case management</th>
<th>Review and progress meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give choice or warning</td>
<td>Post lesson discussion</td>
<td>Move student/change seating plan</td>
<td>Time out/buddy teacher</td>
</tr>
<tr>
<td>Contact parent/guardian</td>
<td>Detention (lunch)</td>
<td>Catch up missed work</td>
<td>Mediation</td>
</tr>
</tbody>
</table>

Persistent behaviours must be entered on OneSchool if a record is made in OneSchool then parents must be notified

Sample

<table>
<thead>
<tr>
<th>Proactive/preventative strategies in collaboration</th>
<th>Guidance support</th>
<th>Team support and case management</th>
<th>Review and progress meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case monitoring</td>
<td>Contact parent/guardian</td>
<td>Behaviour conference</td>
<td>Refocusing Behaviour booklet</td>
</tr>
<tr>
<td>Mediation</td>
<td>Conducted agreement</td>
<td>Detention (lunch / after school)</td>
<td>Out of hours make good program</td>
</tr>
<tr>
<td>ICT network use restrictions</td>
<td>ICT network use restrictions</td>
<td>ICT network use restrictions</td>
<td>ICT network use restrictions</td>
</tr>
<tr>
<td>Class withdrawn/ Internal suspension</td>
<td>Community service</td>
<td>Individual short term program</td>
<td>Discipline improvement plan</td>
</tr>
<tr>
<td>Exclusion</td>
<td>All action to be recorded on the OneSchool database</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All action to be recorded in the OneSchool database.