Burpengary State School
Responsible Behaviour Plan for Students

1. Purpose

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all student to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning in a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe

Education Queensland is committed to supporting learning communities within our Queensland schools to create and nurture safe, supportive and disciplined environments, where students can learn and achieve. Students, teachers, school staff, families and members of the community are committed to providing a safe and respectful environment, allowing students to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Burpengary State School fosters a clear, consistent and proactively managed school-wide framework; promoting positive behaviour and supporting the holistic growth and learning outcomes of all students and the well-being of the learning community. This is supported through the implementation of Marzano’s Art and Science of Teaching Pedagogical Framework. (Appendix 1)

Our behaviour framework aligns to our community vision and values statement derived from a collaborative whole community visioning exercise in 2016. At Burpengary State School, we maintain high expectations for all our students to be respectful and demonstrate pride in themselves, our school and our community. “Burpengary Kids” are determined and emotionally resilient. They demonstrate tolerance, empathy, patience, self-control, self-regulation and independence. Students work successfully, both as individuals and in teams as effective communicators and problem solvers.

Our behaviour framework focusses on Five Building Blocks for Success; Excellence, Respect, Resilience, Integrity and Cooperation. These building blocks provide a sequential, developmentally appropriate framework from Preparatory to Year Six. Using a consistent school-wide program, expectations, skills and strategies are taught explicitly in conjunction with the Australian Curriculum, the ‘Burpengary Big Three’ (Growth Mindset, Grit, Well-Being) and current developmental research.

Our behaviour framework emphasises high expectations for all students, in the classroom, playground and community. To ensure effective learning and teaching in our school, we have a clear and consistent management process. Intervention and support programs assist students to develop high standards of behaviour, to ensure all students at Burpengary State School function as successful citizens within the community.

Positive outcomes rely on successful partnerships between home and school with parents/caregivers, teachers and students working together to create an environment for effective learning and teaching. Staff, parents/caregivers and school leaders support each other, work as a team and are committed to the behaviour framework.
2. Consultation and data review

Burpengary State School developed this plan in consultation with our school community. The review and re-development of the Responsible Behaviour Plan received valuable community identification, validation and support through the collaborative whole community visioning process in 2016 attended by students, parents, staff and community leaders.

Our Behaviour Team and teachers have dedicated considerable professional development time and efforts to collaboratively reviewing behaviour processes in our school. In particular, our school staff has: reviewed the previous Responsible Behaviour Plan and the new draft plan, collaboratively developed our Five Building Blocks for Success: Excellence, Respect, Resilience, Integrity and Cooperation, and focussed on developing proactive processes to support student behaviours and school procedures.

This plan is informed by review of school behaviour and learning data. It is endorsed by the Principal, the President of the P&C, the Chair of the School Council and the Regional Executive Director (Schools) in December 2019 and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

All learning at Burpengary State School is founded on high expectations. Our focus on Student Centred Learning (Appendix 2) aligns with our supportive practice on promoting positive student behaviours, consistently across the school, at an individual student needs level outlined in our Responsible Behaviour Plan.

Staff understand that all behaviour is a communication of need. Our challenge as educators is to identify and meet this need, through partnership with our school community, to successfully engage every student in meaningful learning through respectful and inclusive practice.

Our core community values for learning are:

- We are a learning community committed to excellence
- We are respectful and inclusive
- We support and trust our staff’s professionalism
- We consistently maintain high expectations

Our Five Building Blocks for Success teach and promote expectations to achieve high standards of responsible behaviour and support our core values.

The Five Building Blocks for Success are:

**Excellence**

Excellence is a commitment to success by wanting to achieve your goals and be the best that you can be. All staff and students are committed to setting personal goals and achieving success. “Burpengary Kids” strive for excellence by being accountable, organised and by setting and achieving their goals.

(ASoT DQ1, DQ9, DQ6, DQ7, Big 3 – Grit and Growth Mindset)

**Respect**

Respect is a positive feeling or action shown towards self, others and property. All students, staff and the community have the right to be treated respectfully and fairly. “Burpengary Kids” who are respectful demonstrate care, concern and consideration for themselves, others and property.

(ASoT DQ8, DQ6, DQ7, Big 3 – Well Being)
Resilience

Resilience is the process of adapting well when faced with adversity, trauma, tragedy, threats or significant sources of stress. All staff and students have the capability to approach challenges with determination and persistence. “Burpengary Kids” demonstrate emotional resilience.
(ASoT DQ8, Big 3 – Growth Mindset and Grit, Zones of Regulation)

Integrity

Integrity is the quality of being honest and having high standards, habits and practices. All staff, students and the community will demonstrate pride and uphold strong moral principles. “Burpengary Kids” who have integrity, are honest, maintain high expectations, demonstrate pride in themselves and display self-control and self-regulation.
(ASoT DQ6, DQ7, DQ8, DQ9, Big 3 – Grit, Well-Being and Growth Mindset, Zones of Regulation)

Cooperation

Cooperation is the action or process of building relationships and working together to achieve a common or mutual goal. All staff, students and the community will have the capability to work successfully in teams as effective communicators and problem solvers. “Burpengary Kids” demonstrate cooperative behaviour.
(ASoT DQ1, DQ6, DQ8, Big 3 – Well-Being and Growth Mindset, Zones of Regulation)

At Burpengary State School we believe that all students have the ability to learn. Staff recognise academic and emotional diversity and embrace a range of strategies to support student holistic growth. Firstly, through the implementation of an inclusive classroom management process, including “The Burpengary Big 3” and then intervention and support programs, all students are supported to become successful members of the community.

Our Five Building Blocks for Success have been agreed and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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

The first step in facilitating standards of positive behaviour is communicating those standards to all students. Burpengary State School emphasises the importance of directly teaching students the behaviours staff want them to demonstrate in school learning environments.

Burpengary State School seeks to foster a supportive and positive school culture based on appropriate interpersonal relationships. Burpengary State School provides:
- a balanced, relevant and engaging curriculum
- quality teaching and learning practices
- targeted and appropriate professional development
- supportive behaviour management practices

Effective behaviour support is characterised by safe and just practices. School processes for facilitating appropriate standards of behaviour include:
- quality learning and teaching practices
- creation of a positive whole school culture
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
• managed professional development education or training
• clear communication to the community of school processes
• clear and effective application of school processes
• effective data informed targeted interventions

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

Universal Behaviour Support

At Burpengary State School we understand the importance of a proactive culture focused on promoting and acknowledging expected behaviours consistently across the school to create a safe and supportive learning environment for all students.

The Five Building Blocks for Success Criteria Sheets (Appendix 3) clearly state the expectations for student behaviours at Burpengary State School. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent challenging behaviours and provide a framework for responding to unacceptable behaviour. All aspects of The Five
Building Blocks to Success Criteria Sheets will be communicated to students via a number of strategies, including:

- Teaching, conducted by teachers in class
- Reinforcement of expectations on school parades
- Rewarding and acknowledging positive behaviours on parades
- Active supervision by staff during classroom and non-classroom activities. This includes incidental teaching of expectations throughout day as required

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

- Development of Classroom Management Plans (Appendix 9) at the beginning of each year in collaboration with all students and in consultation with parents. Logical consequences for appropriate and inappropriate classroom behaviour form part of the Classroom Management Plan.
- Comprehensive induction programs in the Burpengary State School Responsible Behaviour Plan for Students, particularly the Classroom Management Plan, Five Building Blocks for Success, and behaviour actions and processes are delivered to new students as well as new staff, including relief staff.
- Regular updates in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Leadership team members regular provision of information to staff and parents, and support to others in sharing successful practices.
- Targeted support programs led by staff, designed to meet students’ needs and support positive behaviours across school settings.
- Individual Behaviour Support Plans (Appendix 10) are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all school settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 7)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 8).

Recognition of positive behaviours

At Burpengary State School, we value a positive, proactive behaviour system recognising and rewarding exemplary behaviour and positive achievements. The diverse ways in which our Student Behaviour Expectations are recognised include the following:

Encouraging Positive Behaviours

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground</th>
<th>Other Settings</th>
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<tbody>
<tr>
<td>o ERRIC Awards</td>
<td>o ERRIC Awards</td>
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<td>o Awards on parade</td>
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<td>o Attendance Class Awards</td>
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<td>o Reward Days</td>
<td>o Goanna House Points</td>
<td>o Sports Awards</td>
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<td>o Rewards as per Class Management Plan</td>
<td>o Verbal acknowledgement</td>
<td>o Instrumental Music Awards</td>
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<tr>
<td>o Display of individual work</td>
<td>o Additional roles of responsibility</td>
<td>o Choir Awards</td>
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<tr>
<td>o Showing work to Principal/Deputy</td>
<td>o Sent to Principal / Deputy for</td>
<td>o Newsletter recognition of awards</td>
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At Burpengary State School, communication of key messages about behaviour is backed up through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. The Gotcha recognition system has been developed to ensure a consistent approach to acknowledging Universal behaviour expectations across the school. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Staff members hand Gotchas out each day to students they observe following the Five Building Blocks for Success. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student demonstrating the school focus expectation, teachers give the student a Gotcha. These Gotchas are placed into the Gotcha Box in the office. Gotchas are drawn from the Gotcha Box each week on parade at random for rewards. The school currently uses tuckshop rewards for the Gotcha lucky prize draw winners. Each week on parade the weekly building block is taught to all students.

Building Block Awards (Prep to Year 6)

Building Block Awards are presented to students who demonstrate appropriate behaviours based on the criteria for each appropriate building block checklist. These checklists focus on Five Building Blocks for Success: Excellence, Respect, Resilience, Integrity and Cooperation. Students who complete the appropriate checklist receive a certificate at the end of each semester. (Appendix 4)

ERRIC Awards (Prep to Year 6)

ERRIC Awards (Excellence, Respect, Resilience, Integrity and Cooperation) are presented to students who complete ALL Five Building Block checklists. Students who achieve these will receive a special ERRIC Badge and Certificate on Awards Parades at the end of each semester.

Commendable Effort Awards (Prep to Year 6)

The Commendable Effort Awards are for students who have displayed consistently high levels of learning engagement. In order to receive a Commendable Effort award, the child must receive an A or B rating for Effort in at least 6 Key Learning Areas (which must include English and Mathematics) on their semester report.

NB: re - children with ISPs. These children require educational adjustments as stated in the Adjustment Profile. Provided the child meets the criteria after the adjustments have been made, he/she can receive an A or B rating i.e. a child with an ISP can receive a Commendable Effort Award provided that with the appropriate educational adjustments he/she generally works hard during set tasks and involves himself/herself in class discussions and oral activities.

Principal Awards (Prep to Year 6)

Students with no more than 2.5 days absent each term (excluding sporting activities and school excursions) are also eligible for the Principal’s Award.
End of Year Academic Achievement Awards – Prep to Year 5

MEDALLION – Students who receive an ‘A’ for achievement in both English and Mathematics on their Semester 2 report.

GOLD CERTIFICATE - Students who receive 1 ‘A’ and 1 ‘B’ for achievement in English and Mathematics on their Semester 2 report.

SILVER CERTIFICATE - Students who receive a ‘B’ for achievement in both English and Mathematics on their Semester 2 report.

Year 6 Graduation Awards

- Leadership Awards
- Achievement Awards
- STEAM Award
- Cultural Awards
- Representative Sports Awards
- Academic Awards
- Citizenship Awards
- Principal’s Award
- Dux

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. At Burpengary State School, staff have been trained in the use of the ten Essential Skills for Classroom Management as to promote good behaviour. The Essential Skills are a consistent teacher language that encourages and reminds students to behave and respond appropriately. The Essential Skills redirects low level inappropriate behaviour, de-escalates behaviour and focuses on student learning and engagement. They encourage good behaviour and follow a continuum of least to most intrusive strategies. These strategies are:

1. Establishing Expectations
2. Instruction Giving
3. Waiting and Scanning
4. Cueing with Parallel Acknowledgement
5. Body Language Encouraging
6. Descriptive Encouraging
7. Selective Attending
8. Redirecting to the Learning
9. Giving a Choice
10. Follow Through

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

- Articulate the relevant expected school behaviour
- Explain how their behaviour differs from expected school behaviour,
- Describe the likely consequences if the behaviour continues; and
- Identify what they will do to change their behaviour in line with school expectations.
Should challenging behaviours be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their behaviour. Students also receive training about how to respond when other students display inappropriate behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for inappropriate behaviour.

**Classroom Behaviour Management Process**

All Class Management Plans outline the responses to positive and unacceptable behaviour. These plans align with the Essential Skills, and our Five Building Blocks for Success. Each Classroom Management Plan (Appendix 9) has been developed with student input and parent endorsement. The focus of all Class Management Plans is to positively engage students in learning and to minimise off task or disruptive behaviours. Each classroom displays the class rules / Classroom Management Plan and the Five Building Blocks for Success posters.

The teacher responds to low level classroom behaviour by following the Systems and Structure Processes (Appendix 5) and his/her Classroom Management Plan. Every attempt is made to re-engage the student with learning. Other classroom behaviours may be referred to the Deputy Principal / Principal.

**Playground Behaviour Management Process**

The teacher responds to low level playground behaviour by following the Systems and Structure Processes (Appendix 5) Every attempt is made to re-engage the student in appropriate playground behaviour. Other playground behaviours may be referred to the Deputy Principal / Principal.

For behaviour outside of school that affects the good order and management of the school an investigation will be conducted and this may result in consequences, depending on the nature of the incident. These consequences can include student disciplinary action.

For high level incidents this may result in school suspension. The Principal can also use a proposal or recommendation to exclude.

**Procedures for preventing and responding to Incidents of Bullying – including Cyberbullying**

Burpengary State School works to make a safe, supportive and predictable environment for everyone. Our school believes that bullying behaviour is unacceptable and we have a range of response and prevention strategies to keep students safe.

Bullying is regarded as continual targeted behaviour by another student or group of students with the intent of exerting a power relationship. It can be behaviours such as name-calling, taunting, physical aggression, stealing, inappropriate messages, images, and graffiti, gossiping, spreading rumours and excluding people from groups. All these behaviours are unacceptable at Burpengary State School.

**Prevention of bullying** is addressed in a number of ways throughout the school (Appendix 8). Maintaining an orderly and disciplined classroom and playground atmosphere keeps disruptive behaviour at a low level across the school.
We ensure that all students know the Five Building Blocks for Success and constantly promote the appropriate behaviour in order to prevent behaviours linked to bullying.

Students are actively encouraged to report bullying through their teachers. Teachers use class meetings and discussions as a forum by which students can discuss problems and address bullying issues.

**Targeted behaviour support**

Each year a small number of students at Burpengary State School are identified through our data as requiring extra support regarding behaviour. In many cases this behaviour is not regarded as severe but the frequency of the behaviour may put the student and other students’ learning and social success at risk. The following programs have been developed to respond to these needs. The programs increase the student's opportunities to receive positive contact with staff, and allow for the delivery of intensive social skill training and/or mentoring. When students are exhibiting challenging behaviours a range of targeted strategies and programs are implemented to support these students.

**Student Support**

- Behaviour Monitoring sheet system
- Play Club
- Gardening program support
- After School Detention/Community Service
- Believe & Belong Program (See Appendix 13)
- Chaplaincy Programs
- Social Skills Program for targeted students and Students With Disabilities
- School Disciplinary Absence re-entry support program

**Stakeholders support**

School staff support students and families with a range of strategies which include:

- Ongoing communication to enhance partnerships, including parent meetings and phone contact
- Individualised reinforcement programs e.g.: behaviour tracking sheets
- Mediation when conflict arises
- OneSchool data entry used to identify support needs to develop IBSP
- Restorative conferences

**Extended Support**

At Burpengary State School we enlist further support for our proactive approach through:

- Referrals to Behaviour Support Services
- Guidance Officer
- AVT services (Advisory Visiting Teachers)
- External agencies

**Intensive behaviour support**

Berpengary State School makes systematic efforts to prevent challenging student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent
and proportionate to the nature of the behaviour. One School is used to record all inappropriate behaviour.

Students that are identified through data as engaging in patterns of disruptive, antisocial or challenging behaviours are supported through Individual Behaviour Support Plans (IBSPs) (Appendix 10) These plans detail the supports by identified stakeholders to meet the student’s needs and teach and reinforce target behaviours. They focus on successfully building student capacity and capabilities to achieve and learn, so students no longer need to engage in the unacceptable behaviours.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding and approach of how to respond to emergency situations or critical incidents involving severe inappropriate behaviour.

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 challenging 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. For all emergency responses or critical incidents, the Administration is contacted immediately.

Basic defusing strategies

1. Avoid escalating the inappropriate 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. Communicate for support.).

2. 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).

3. 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).

4. 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 inappropriate behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

5. Debrief
   (Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

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

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

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance, involving the use of physical intervention, must be formally documented. The following records must be maintained:
- Incident report
- Health and Safety incident record
- OneSchool entry

6. Consequences for unacceptable behaviour
Burpengary State School makes systematic efforts to prevent inappropriate student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.
Minor and major behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens.
- Major problem behaviour is referred directly to the school Administration team.

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

For minor infractions consequences may include but are not limited to:
- Rule Reminder/warning
- Apology
- Restorative justice
- Following staff member on duty
- Picking up papers
- Restitution
- Time out
- Class detention

Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of the school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness.

For major infractions consequences may include but are not limited to:
- Removal from area / classroom
- Time out / cool down
- Alternative play program
- Class detention
- Lunch time detention
- After school detention
- Parent contact
- Individual Support Plan
- Internal supervision
- Suspension
- Exclusion

The Principal reserves the right to suspend, or complete a proposal or recommendation to exclude students, whose serious behaviour threatens the safety and learning of themselves and/or others. Disciplinary absences will be used after the unique circumstances of the situation are considered and all other responses have been considered.

NB: A student who has been involved in a major behaviour infringement or received a suspension, may be ineligible to attend camps, excursions or extra-curricular activities at the principal's discretion.
Suspension Procedures
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences

Recommendation for Exclusion
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences

7. Network of student support

At Burpengary State School we are committed to providing a safe, supportive school environment. There are many people who will help students manage their behaviour.

Classroom teachers    |
Specialist teachers   |
Special Education Staff   |
Learning Support Teachers   |
TAs / Support staff   |
Advisory Visiting teachers   |
Guidance Officer   |
Senior Guidance Officer   |

Classmates    |
Student leaders   |
Child    |
School Administration   |
Year Level Co-ordinators   |
Parents/carers   |
Chaplain   |
Adopt-a-Cop   |
Indigenous Liaison Officer   |

Support is also available through the following agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Caboolture Neighbourhood Centre
- Mission Australia – Caboolture
- Childhood and Youth Mental health Service
- Early Years Centre

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

B burpengary 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 nonviolent 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.
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Students 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

10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Date effective:
from ……………………………………. to ………………………………………
“Teachers using particular teaching methods, teachers with high expectations and teachers who create positive teacher-student relationships can make a difference!” What teachers DO matters!

WHAT?

- ASOT is an Instructional Leadership Model that provides a comprehensive pedagogical framework with the aim to improve student learning by promoting teacher effectiveness and professional growth.
- It provides a framework of 10 questions to encourage teacher reflection.
- It provides a common language but allows teachers to be individuals.
- Based around observation and feedback, NOT evaluation, it is a process to help identify where teachers are at and help them move forward.
- It reminds us of the strategies to use to ensure our instruction is effective.
- It is about working with every teacher and encouraging them to be the best they can be!

WHY?

- Improving teacher effectiveness is the key agenda
- Education Queensland is about to release a clear list of expectations around establishing Pedagogical frameworks in schools.
- Our region has decided that all schools will adopt ASOT as a model as it is sustainable, provides common ways of working, methods of effective instruction and student management.
- It is an extension of the Dimensions of Learning (DOLs) which we already have an understanding around.

The 10 Questions

Q1. What will I do to establish and communicate learning goals, track student progress and celebrate success?
Q2. What will I do to help students effectively interact with new knowledge?
Q3. What will I do to help students practice and deepen their understanding of new knowledge?
Q4. What will I do to help students generate and test hypotheses about new knowledge?
Q5. What will I do to engage students?
Q6. What will I do to establish or maintain classroom rules and procedures?
Q7. What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
Q8. What will I do to establish and maintain effective relationships with students?
Q9. What will I do to communicate high expectations for all students?
Q10. What will I do to develop effective lessons organised into a cohesive unit?

Routine Events
- Q1 and Q6

Addressing Content
- Q2, Q3 and Q4

Enacted on the Spot
- Q5, Q7, Q8 and Q9

Planning
- Q10
What will I do to establish or maintain classroom rules and procedures?

The creation of rules and procedures is an important aspect of classroom management. **Rules** identify general expectations or standards regarding student behaviour. **Procedures and Routines** describe those behaviours that will help realise the rules. **Routines** are procedures repeated over and over again. Routines and procedures need to be explicitly taught, they do not necessarily come naturally, just as Mathematical concepts and reading skills must be explicitly taught.

**Establish and Maintain Routines and Procedures For:**

- General classroom behaviour
- Beginning and ending of day
- Transitions and interruptions
- Thinking rich routines eg. Hi-5, literacy circles, problem solving steps
- Use of materials
- Group work
- Individual work at desks
- Teacher led activities
- Meetings
- Moving from class to class

**Design Question 6 is broken into 5 action steps:**

1. Organise the classroom for effective teaching and learning
2. Establish a small set of rules and procedures
3. Interact with students about classroom rules and procedures
4. Periodically review rules and procedures, making changes as necessary
5. Use classroom meetings

**Solo Thinking**

What are your standard rules and procedures?
How do you establish your rules and procedures?
How do you interact with students about them – explicit link to action using visual poster, discuss the purpose?
Do you have a plan for specific student needs?
When do you review your rules and procedures?
How do you know it’s time to review?
Design Question 7

What will I do to recognise and acknowledge adherence to classroom rules and procedures?

Consequences are the other side of rules and procedures. Consequences should be both positive and negative and used in appropriate ways. A balanced approach involves acknowledging both positive and negative behaviours. These should be established at the beginning of the school year. Teachers should frequently reinforce adherence to rules and procedures and also acknowledge lack of adherence to rules and procedures.

Design Question 7 is broken into 9 action steps
1. Use simple verbal and nonverbal acknowledgement
2. Use tangible recognition when appropriate
3. Involve the home in recognition of positive student behaviour
4. Be with-it
5. Use direct-cost consequences
6. Use group contingency
7. Use home contingency
8. Have a strategy for high-intensity situations
9. Design an overall plan for disciplinary problems

Withitness – can be described as the ability to know what is going on around you. It is the constant monitoring and preventative actions taken to assist with classroom management. “On your feet not on your seat”

Acknowledging Adherence to Rules
- Non-verbal – smile, nod head, thumbs up, high five, point to rule/procedure & smile/thumbs up
- Descriptive encouraging – describes actions of a student that adheres to procedure/direction - Used during ‘wait and scan” after teacher direction given to group of students - Positively encourages student/s by describing the actions of a student following your direction/routine
  “It’s great to see Matt opening his reading book to page 10 and sitting on the mat with his lips closed.”
  - Notify home – call/letter/email
  - Tangible recognition – certificate of merit, tokens/charts

Acknowledging Lack of Adherence to Rules
- Cueing with parallel acknowledgement - Used once a learning activity is under way - Similar to descriptive encouraging but it is used to cue in students who are not adhering by positively acknowledging a parallel student - Can be non-verbal or verbal
- Non-verbal redirection
- Proximity
- Individual close talk
- Pause in talk
• Description of reality (with no negative tone or expression)
• Question to redirect
• Calling students’ name
• Redirection given
• Give choice
• **Follow through - be prepared to do what you said you would**

Depending on the situation, the most intrusive strategies should be used as a last resort.

**Solo Thinking**
What do I typically do to demonstrate ‘withitness’?
What do I typically do to acknowledge adherence to rules and procedures?
What do I typically do to apply consequences for lack of adherence to rules and procedures?
What do I typically do to build relationships and communication with parents?
APPENDIX 2

BURPENGARY STATE SCHOOL
Whole School Curriculum Framework

**Student-centred Learning**

- **Learning**
  - Respect
  - Commitment
  - Care and Compassion

**ENACTED ON THE SPOT**

- **Know each student:**
  - Data, assessment, moderation, feedback
- **Be professional:**
  - As stated in the Professional Standards for Teachers and Code of Conduct
- **Know what’s next for each student:**
  - Understand the developmental learning continuum to progress each student’s learning journey
- **Be a team member:**
  - Contribute effectively to the school community through leadership, year level teams, peer mentoring and shared practice
- **Know effective ways to meet the learning needs of each student:**
  - Draw on a range of research-based pedagogical strategies to implement the intended curriculum
- **Know how each student learns:**
  - Differentiate the curriculum and pedagogy to meet students learning needs
- **Be knowledgeable:**
  - Have current curriculum and pedagogical knowledge

**HIGH EXPECTATIONS**

**ADHERENCE TO RULES AND PROCEDURES**
**APPENDIX 3**

EXCELLENCE (behaviour which will influence academic excellence, not purely academic excellence)

Excellence is a commitment to success by wanting to achieve your goals and be the best that you can be. All staff, students and the community are committed to setting personal goals and achieving success. “Burpengary Kids” strive for excellence by being accountable, organised and by setting and achieving their goals.

<table>
<thead>
<tr>
<th>Policy Statement</th>
<th>Classroom Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will</strong></td>
<td><strong>Grade 1/2</strong></td>
</tr>
<tr>
<td>be able to remain on task for a sustained period of time. (This time is calculated by their age +2. So a 9 year old can realistically sustain 11 minutes of focussed learning.)</td>
<td>focus on my work for an appropriate amount of time.</td>
</tr>
<tr>
<td>set, monitor and accept feedback on achievable goals determined by themselves and their teacher.</td>
<td>reach my goal.</td>
</tr>
<tr>
<td>achieve positive results through high expectations and improvements.</td>
<td>do better each day.</td>
</tr>
<tr>
<td>be organised and ready for learning.</td>
<td>collect and organise my equipment.</td>
</tr>
<tr>
<td>be accountable for exhibiting the five building blocks.</td>
<td>be a Burpengary Kid.</td>
</tr>
</tbody>
</table>
**RESPECT**

Respect is a positive feeling or action shown towards self, others and property. All students, staff and the community have the right to be treated respectfully and fair. “Burpengary Kids” who are respectful demonstrate care, concern and consideration for themselves and others.

<table>
<thead>
<tr>
<th>Policy Statement</th>
<th>Classroom Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prep</strong></td>
<td><strong>Grade 1/2</strong></td>
</tr>
<tr>
<td>Students will</td>
<td>I can</td>
</tr>
<tr>
<td>demonstrate respect to all staff, peers and visitors by responding politely and following instructions promptly.</td>
<td>use my manners and follow instructions.</td>
</tr>
<tr>
<td>act in a positive way that shows they care about themselves, others, school property and the environment.</td>
<td>care about myself, others and the environment.</td>
</tr>
<tr>
<td>move around the classroom and the school quietly and respectfully.</td>
<td>move quietly.</td>
</tr>
<tr>
<td>listen actively and demonstrate whole body listening.</td>
<td>listen to others and use whole body listening.</td>
</tr>
<tr>
<td>treat others with kind words and actions and respect their personal space.</td>
<td>use kind words and keep my hands and feet to myself.</td>
</tr>
</tbody>
</table>
Resilience is the capacity to recover from difficulties. All staff and students have the capability to approach challenges with determination and persistence. “Burpengary Kids” demonstrate emotional resilience.

<table>
<thead>
<tr>
<th>Policy Statement</th>
<th>Classroom Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will</strong></td>
<td><strong>Prep</strong></td>
</tr>
<tr>
<td>use a variety of strategies to recover from difficulties and conflicts.</td>
<td>I can</td>
</tr>
<tr>
<td>learn from experiences to make improvements.</td>
<td>think about my actions.</td>
</tr>
<tr>
<td>be able to use strategies to persist when faced with challenges.</td>
<td>keep trying and ask for help if I need it.</td>
</tr>
<tr>
<td>be able to accept feedback and make changes to their behaviour.</td>
<td>listen to teacher feedback.</td>
</tr>
<tr>
<td>work through and embrace challenges, when faced with a different point of view.</td>
<td>understand the problem and accept help.</td>
</tr>
</tbody>
</table>
INTEGRITY

Integrity is the quality of being honest and having strong moral principles. All staff, students and the community will demonstrate pride and uphold strong moral principles. "Burpengary Kids" who have integrity, are honest, maintain high expectations, demonstrate pride in themselves and display self-control and self-regulation.

<table>
<thead>
<tr>
<th>Policy Statement</th>
<th>Classroom Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will</td>
<td>Prep</td>
</tr>
<tr>
<td></td>
<td>Grade 1/2</td>
</tr>
<tr>
<td>I can</td>
<td>Grade 3/4</td>
</tr>
<tr>
<td>I can</td>
<td>Grade 5/6</td>
</tr>
<tr>
<td>be honest in their actions</td>
<td>be honest.</td>
</tr>
<tr>
<td>take responsibility for their actions</td>
<td>be responsible.</td>
</tr>
<tr>
<td>be a positive role model for others.</td>
<td>make the right choices.</td>
</tr>
<tr>
<td>have pride in their actions and behaviour.</td>
<td>be proud of myself and others.</td>
</tr>
<tr>
<td>wear the correct school uniform</td>
<td>wear the school uniform correctly.</td>
</tr>
</tbody>
</table>
**CO-OPERATION**

Co-operation is the action or process of building relationships and working together to achieve a common or mutual goal. All staff, students and the community will have the capability to work successfully in teams as effective communicators and problem solvers. "Burpengary Kids" demonstrate cooperative behaviour.

<table>
<thead>
<tr>
<th>Policy Statement</th>
<th>Prep</th>
<th>Grade 1/2</th>
<th>Grade 3/4</th>
<th>Grade 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will</td>
<td>I can</td>
<td>I can</td>
<td>I can</td>
<td>I can</td>
</tr>
<tr>
<td>communicate effectively, understand compromise and be accepting of new or other ideas.</td>
<td>talk to a teacher when I am upset.</td>
<td>use my strategies to help solve a problem and then talk to a teacher.</td>
<td>use my strategies to help solve a problem and then talk to a teacher.</td>
<td>communicate effectively, understand compromise and be accepting of new or other ideas.</td>
</tr>
<tr>
<td>be able to work together in the classroom and the playground.</td>
<td>work and play with others.</td>
<td>work and play with others successfully.</td>
<td>effectively work with others in the classroom and successfully play in the playground.</td>
<td>Work and play co-operatively in the classroom and the playground.</td>
</tr>
<tr>
<td>be able to build positive relationships within the learning community.</td>
<td>help my friends when they are upset.</td>
<td>encourage and support others.</td>
<td>encourage and support my classmates when they need help.</td>
<td>build positive relationships within the learning community.</td>
</tr>
<tr>
<td>actively participate in classroom discussions.</td>
<td>share my ideas with others.</td>
<td>share my ideas with others.</td>
<td>actively listen to others point of view and contribute to classroom discussions.</td>
<td>actively listen to others point of view and contribute to classroom discussions.</td>
</tr>
<tr>
<td>accept student differences and be inclusive.</td>
<td>work with others.</td>
<td>be co-operative.</td>
<td>accept other’s differences and include them.</td>
<td>accept other’s differences and include them while demonstrating tolerance, empathy and patience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>Respect</td>
<td>Resilience</td>
<td>Integrity</td>
<td>Cooperation</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>-----------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>☐ focus on my work for an appropriate amount of time.</td>
<td>☐ use my manners and follow instructions.</td>
<td>☐ use my strategies.</td>
<td>☐ be honest.</td>
<td>☐ talk to a teachers when I am upset.</td>
</tr>
<tr>
<td>☐ reach my goal</td>
<td>☐ care about myself, others and the environment.</td>
<td>☐ think about my actions.</td>
<td>☐ be responsible.</td>
<td>☐ work and play with others.</td>
</tr>
<tr>
<td>☐ do better each day</td>
<td>☐ move quietly.</td>
<td>☐ keep trying and ask for help if I need it.</td>
<td>☐ make the right choices.</td>
<td>☐ help my friends when they are upset.</td>
</tr>
<tr>
<td>☐ collect and organise my equipment</td>
<td>☐ listen to others and use whole body listening.</td>
<td>☐ listen to teacher feedback.</td>
<td>☐ be proud of myself and others.</td>
<td>☐ share my ideas with others.</td>
</tr>
<tr>
<td>☐ be a Burpengary Kid.</td>
<td>☐ use kind words and keep my hands and feet to myself.</td>
<td>☐ understand the problem and accept help.</td>
<td>☐ wear the school uniform correctly.</td>
<td>☐ work well with others.</td>
</tr>
<tr>
<td>Excellence</td>
<td>Respect</td>
<td>Resilience</td>
<td>Integrity</td>
<td>Cooperation</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>☐ focus on my work for an appropriate amount of time.</td>
<td>☐ show consideration and follow instructions.</td>
<td>☐ use my strategies.</td>
<td>☐ be honest.</td>
<td>☐ use my strategies to help solve a problem and then talk to a teacher.</td>
</tr>
<tr>
<td>☐ set and achieve my goal, with my teacher’s help.</td>
<td>☐ care about myself, my property, others and the environment.</td>
<td>☐ think about my actions to make improvements.</td>
<td>☐ be responsible.</td>
<td>☐ work and play with others successfully.</td>
</tr>
<tr>
<td>☐ improve each day by working well.</td>
<td>☐ move around the classroom and school quietly.</td>
<td>☐ keep trying and ask for help if I need it.</td>
<td>☐ make the right choices.</td>
<td>☐ encourage and support others.</td>
</tr>
<tr>
<td>☐ organize my equipment and keep my workspace tidy.</td>
<td>☐ listen actively to others and use whole body listening.</td>
<td>☐ listen to teacher feedback and act on it.</td>
<td>☐ be proud of myself, others and my work.</td>
<td>☐ share my ideas with others.</td>
</tr>
<tr>
<td>☐ be a Burpengary kid by displaying the 5 building blocks of success.</td>
<td>☐ use kind words and keep my hands and feet to myself.</td>
<td>☐ understand the problem and work to solve it with help from my teacher.</td>
<td>☐ wear the school uniform correctly.</td>
<td>☐ be co-operative.</td>
</tr>
<tr>
<td>Excellence</td>
<td>Respect</td>
<td>Resilience</td>
<td>Integrity</td>
<td>Cooperation</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>□ focus on my work for an appropriate amount of time, without breaking my concentration.</td>
<td>□ show consideration and follow instructions promptly.</td>
<td>□ use my strategies to recover from difficulties.</td>
<td>□ be honest in my actions and with my behaviour.</td>
<td>□ use my strategies to help solve a problem and then talk to a teacher.</td>
</tr>
<tr>
<td>□ set goals and accept feedback from my teacher.</td>
<td>□ care about myself, others, school property and the environment</td>
<td>□ reflect on my actions and show determination to improve.</td>
<td>□ take responsibility for my actions.</td>
<td>□ effectively work with others in the classroom and successfully play in the playground.</td>
</tr>
<tr>
<td>□ achieve positive results by working hard.</td>
<td>□ move around the classroom and school quietly and respectfully.</td>
<td>□ show persistence and ask for help if I need it.</td>
<td>□ make the right choices and be a good role model.</td>
<td>□ encourage and support my classmates when they need help.</td>
</tr>
<tr>
<td>□ have my equipment and work space organized.</td>
<td>□ listen actively to others and demonstrate audience behaviours.</td>
<td>□ accept and apply feedback from teachers and peers.</td>
<td>□ show pride in myself, my work, my class and my school.</td>
<td>□ actively listen to others point of view and contribute to classroom discussions.</td>
</tr>
<tr>
<td>□ be a Burpengary kid by observing and modelling the building blocks of success.</td>
<td>□ treat others with kind words and actions and respect their personal space.</td>
<td>□ understand the problem and look for solutions with help from my teacher.</td>
<td>□ wear the school uniform correctly.</td>
<td>□ accept other’s differences and include them.</td>
</tr>
<tr>
<td>Excellence</td>
<td>Respect</td>
<td>Resilience</td>
<td>Integrity</td>
<td>Cooperation</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>□ focus on my work and remain on task for an appropriate amount of time, without breaking my concentration.</td>
<td>□ demonstrate respectful behaviour and follow instructions promptly.</td>
<td>□ use a variety of suitable strategies to recover from difficulties and conficts.</td>
<td>□ be honest in my actions and with my behaviour.</td>
<td>□ communicate effectively, understand compromise and be accepting of new or other ideas.</td>
</tr>
<tr>
<td>□ set, monitor and accept feedback on achievable goals determined by myself and my teacher.</td>
<td>□ exhibit care, concern and consideration about myself, others, school property and the environment.</td>
<td>□ reflect on my actions and show determination to improve.</td>
<td>□ take responsibility for my actions by displaying self-control and self-regulation.</td>
<td>□ Work and play cooperatively in the classroom and the playground.</td>
</tr>
<tr>
<td>□ achieve positive results through high expectations and improvements.</td>
<td>□ move around the classroom and school quietly and respectfully</td>
<td>□ show persistence and ask for help if I need it.</td>
<td>□ be a positive role model for others by demonstrating strong moral principles.</td>
<td>□ build positive relationships within the learning community.</td>
</tr>
<tr>
<td>□ have my equipment and work space organised and be ready for learning.</td>
<td>□ listen actively to others and demonstrate audience behaviours.</td>
<td>□ accept and apply feedback from teachers and peers and take risks to make changes.</td>
<td>□ demonstrate pride in myself, my work, my class and my school by maintain high expectations.</td>
<td>□ actively listen to others point of view and contribute to classroom discussions.</td>
</tr>
<tr>
<td>□ be a Burpengary kid by modelling and upholding the building blocks of success.</td>
<td>□ treat others with kind words and actions and respect their personal space.</td>
<td>□ understand the problem and look for solutions with help from others.</td>
<td>□ wear the school uniform proudly.</td>
<td>□ accept other’s differences and include them while demonstrating tolerance, empathy and patience.</td>
</tr>
</tbody>
</table>
### Teacher Managed Classroom Behaviour through the Systems and Structures Process

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Essential skills – Education QLD (see appendix)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling out, Unnecessary talking</td>
<td>1. Establishing expectations</td>
</tr>
<tr>
<td>Inside voice – level – making noises (singing, whistling and tapping)</td>
<td>2. Giving instructions</td>
</tr>
<tr>
<td>Throwing objects</td>
<td>3. Waiting and scanning</td>
</tr>
<tr>
<td>Taking others belongings</td>
<td>4. Cueing with parallel acknowledgement</td>
</tr>
<tr>
<td>Talking back</td>
<td>5. Body language encouraging</td>
</tr>
<tr>
<td>Misuse and damaging of personal equipment (snapping a pencil)</td>
<td>6. Descriptive encouraging</td>
</tr>
<tr>
<td>Work refusal / participation refusal</td>
<td>7. Selective attending</td>
</tr>
<tr>
<td>Unnecessary out of seat movement</td>
<td>8. Redirecting to the learning</td>
</tr>
<tr>
<td>Unsafe movement/transitions</td>
<td>9. Giving a choice</td>
</tr>
<tr>
<td>(running)</td>
<td>10. Following through</td>
</tr>
<tr>
<td>Low level cheating</td>
<td>ASOT: Design Question 6 and 7: rules and procedures</td>
</tr>
<tr>
<td>Leaving the room without permission e.g. going to their bag/toilet</td>
<td></td>
</tr>
<tr>
<td>Swearing – not directed at a person within context</td>
<td></td>
</tr>
<tr>
<td>Routine reminders – non compliance</td>
<td></td>
</tr>
<tr>
<td>Disorganisation / keeping area tidy</td>
<td></td>
</tr>
<tr>
<td>Refusal to follow instructions</td>
<td></td>
</tr>
<tr>
<td>Speaking rudely – tone of voice</td>
<td></td>
</tr>
<tr>
<td>Swinging on chairs</td>
<td></td>
</tr>
<tr>
<td>Talking while walking in two lines</td>
<td></td>
</tr>
<tr>
<td>Being in the wrong place</td>
<td></td>
</tr>
<tr>
<td>Not working well with others</td>
<td></td>
</tr>
<tr>
<td>Teasing</td>
<td></td>
</tr>
<tr>
<td>Not working to their potential e.g. Bookwork, effort</td>
<td></td>
</tr>
<tr>
<td>Late to class (without valid reason)</td>
<td></td>
</tr>
<tr>
<td>Non Uniform (change at office)</td>
<td></td>
</tr>
</tbody>
</table>

### Burpengary State School System and Structure

1. **2 levels of warning – verbal and more formal**
2. **Reflection within classroom**
3. **Buddy class – reflection sheet and/or work to complete - recorded on One school**
4. **Contact office for Admin Referral /SEP/ HOSES – Referral form completed, recorded on One School and parent contact made (as per the referral process).**

### Other strategies

- Make up time
- Apology
- Complete unfinished work in own time
- Main offender / Part Class/ Whole class - make up time at teacher discretion
- If problem can be solved, child should correct problem. E.g. graffiti cleaned off by the child who did it.
### Admin Managed Classroom Behaviour through the Systems and Structures Process

<table>
<thead>
<tr>
<th>Rapid escalation of inappropriate behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent and repeated teacher managed behaviour</td>
</tr>
<tr>
<td>Swearing and verbal abuse/ aggression</td>
</tr>
<tr>
<td>Bullying – after initial teacher intervention not effective/ parent involvement</td>
</tr>
<tr>
<td>Physical abuse including spitting</td>
</tr>
<tr>
<td>Racial slurs, sexist, gender discrimination</td>
</tr>
<tr>
<td>Misuse of equipment/ damaging / of others equipment and misuse of technology (using departmental blocked restrictions)</td>
</tr>
<tr>
<td>Misuse of toilets during class time</td>
</tr>
<tr>
<td>Leaving the room against teacher instruction or moving out of sight (not in compliance with classroom routine)</td>
</tr>
<tr>
<td>Social media issues with supporting evidence</td>
</tr>
<tr>
<td>Stealing</td>
</tr>
<tr>
<td>Climbing dangerously</td>
</tr>
<tr>
<td>Threatening behaviours</td>
</tr>
<tr>
<td>Throwing things with the intention to harm</td>
</tr>
<tr>
<td>Refusal to go to NCT or buddy class</td>
</tr>
<tr>
<td>Relief teacher – disrespect</td>
</tr>
<tr>
<td>Bringing in weapons and knives into the school grounds</td>
</tr>
<tr>
<td>Bringing in banned substances including drugs, alcohol, medication, cigarettes</td>
</tr>
<tr>
<td>Bringing in aerosol cans</td>
</tr>
<tr>
<td>Mobile phones not handed into the office</td>
</tr>
<tr>
<td>Bringing in excessive amounts of money (more than required to be spent)</td>
</tr>
<tr>
<td>Sexualised behaviour</td>
</tr>
</tbody>
</table>

### Burpengary State School System and Structure

1. Student collected from the classroom and where possible an Admin Referral Form for Behaviour is provided

2. Provide environment and time for calm down

3. Conference, with student, regarding behaviour

4. Discussion of Referral Form, reflection questions and/or completion of reflection sheet

5. Discussion of building blocks

6. Student returned to classroom once settled (at least 15 minutes) and Admin remain if required

7. Implementation of follow up and consequence as needed

8. Record on One school and parent contacted (as per the referral process)

### Strategies

Support around self-awareness and regulation

In class support

Daily behaviour check ins with nominated support person

SEP support

Referral for internal support e.g. Chappy, guidance officer

Referral for external support e.g. paediatrician, child safety, OT psychologist, family/child connect

Short term withdrawal

Lunch time withdrawal

Litter duty

Time out room

Contact parents/caregiver

Afterschool detention

Individual Behaviour Support Plan (IBSP)

Suspension

Exclusion
## Playground Behaviour

<table>
<thead>
<tr>
<th>Social Issues / Teachable moment</th>
<th>Problem solving strategies e.g. High 5</th>
</tr>
</thead>
</table>
| **Social problems** – excluding from games, running away from friends, unkind words that are low level and single incident and teasing, harassing friends | Counselling students (motivation for behaviour, suggestion about alternative actions, refer to building blocks, model appropriate language to solve the problem)  
Walk with teacher while solutions are explored/walk and talk  
Send off to play once students seem ready  
Sit and cool off  |
| **Uncooperative play** - Ball taken off another student/not following rules of the game | Remind rules of the game  
Counselling the group of students (motivation for behaviour, suggestion about alternative actions, refer to building blocks, model appropriate language to solve the problem)  
Model to students how to ask for the ball appropriately  
Model to group how to communicate about the game.  
Intervene before it becomes an issue/help children to determine rules  
Structure choice – play here or there  |
| **Minor bickering**  
He said/she said | Problem solving strategies e.g. High 5  
Counselling students  
Question further  
Model how to communicate when issues occur  
Stand beside group and provide prompts if required  |
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Recommended actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tackle/rough play (first offence of that break)</td>
<td>group warning, individual warning, walk with teacher, conversation about actions, apology (I’m sorry…next time I will…), redirect to another play location</td>
</tr>
<tr>
<td>Children in classrooms with no teacher</td>
<td>redirect to the playground/suitable area</td>
</tr>
<tr>
<td>Inappropriate/unsafe use of equipment e.g. hanging upside down on monkey bars – see playground duty guidelines</td>
<td>rule reminder, take/send off the equipment, warning, sit out for certain amount of time</td>
</tr>
<tr>
<td>Running on concrete</td>
<td>rule reminder, retrace path in a safe manner, warning, walk with teacher</td>
</tr>
<tr>
<td>Swearing – no intent to offend or to an object</td>
<td>rule reminder, warning, walk with teacher, sit out for a small amount of time, apology to person</td>
</tr>
<tr>
<td>Teasing animals</td>
<td>rule reminder, warning, walk with teacher, sit out for a small amount of time, educate students on safe treatment of animals</td>
</tr>
<tr>
<td>Out of bounds</td>
<td>rule reminder, walking with a teacher, sit out for a small amount of time</td>
</tr>
<tr>
<td>Swinging off the trees or climbing trees</td>
<td>rule reminder, discuss why unsafe, redirect to the playground climbing equipment</td>
</tr>
<tr>
<td>Inappropriate games outside of class time - Gymnastics, Tackle Football, Red rover/Edor due to limited space</td>
<td>rule reminder, discuss why unsafe, redirect to a different game/area, sit out with teacher on duty</td>
</tr>
<tr>
<td>Using sticks, rocks, pine cones, dirt and sand in an unsafe way</td>
<td>rule reminder, redirect, sit out with a teacher, confiscate the item, walk with a teacher</td>
</tr>
<tr>
<td>Toys (banned at school/learning tools for SEP students to remain in the classroom).</td>
<td>SEP students - Ask child to put it in pocket, All other toys - confiscate the toy until the end of the day/play.</td>
</tr>
<tr>
<td>walking around with food</td>
<td>Send to tuckshop area</td>
</tr>
<tr>
<td>Litter</td>
<td>Pick up rubbish, rule reminder,</td>
</tr>
<tr>
<td>No hat</td>
<td>Send to the tuckshop area</td>
</tr>
<tr>
<td>Hat in hand while playing</td>
<td>Rule reminder,</td>
</tr>
<tr>
<td>Taking of someone’s hat</td>
<td>Rule reminder, walk with the teacher</td>
</tr>
<tr>
<td>Refusal to follow instructions (first offence with duty teacher)</td>
<td>rule reminder, repeat instruction, warning, sit out allow take up time</td>
</tr>
<tr>
<td>Threat of violence (I am going to…hit, kick, push, slap, pinch, get you)</td>
<td>rule reminder, model to students how to de-escalate, model to communicate, problem solving – how to react appropriately, defuse the situation</td>
</tr>
<tr>
<td>Toilet misbehaviour e.g. playing, using the toilet as a hiding place, playing with soap Junior School – looking under doors</td>
<td>Redirect, rule reminder clean up any mess made, apology Discussion about importance of privacy, apology</td>
</tr>
<tr>
<td>Any social issue that continues after teacher intervention/counselling</td>
<td>sit out of the game, reminder of previous discussion during social intervention, redirect, walk with a teacher, pick up rubbish</td>
</tr>
</tbody>
</table>
### Admin Managed Playground Behaviours through the Systems and Structures Process

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Burpengary State School System and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive and cruel behaviour treatment of animals</td>
<td>9. Admin Referral form for Behaviour completed and handed in to office – Admin collects student ASAP to discuss - unless it is urgent and student needs to be removed then call office for support</td>
</tr>
<tr>
<td>Deliberate misuse with a stick, rock, pine cone, dirt and sand with intent to harm another person</td>
<td>10. Admin/ SEP/ HOSES provide environment and time for calm down</td>
</tr>
<tr>
<td>Physical aggression with intent</td>
<td>11. Conference regarding behaviour</td>
</tr>
<tr>
<td>Continual tackle/rough play continues after teacher intervention</td>
<td>12. Discussion of Referral form and reflection questions</td>
</tr>
<tr>
<td>Swearing at someone or at a teacher with intent/aggression</td>
<td>13. Discussion of building blocks</td>
</tr>
<tr>
<td>Persistent refusal to follow instructions, deliberate defiance, back-chat</td>
<td>14. Implementation of follow up and consequence as needed</td>
</tr>
<tr>
<td>Threat of violence (kill you/family/friend/pet/teacher, stab, bash after school)</td>
<td>15. Referral forms completed, recorded on One School and parent contact made (as per the referral process).</td>
</tr>
<tr>
<td>Attempting or leaving school grounds</td>
<td></td>
</tr>
<tr>
<td>Phone not handed in (turned off as soon as they enter the grounds, handed in to the office at 8:10am, turned on only once they have left the school grounds)</td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td></td>
</tr>
<tr>
<td>Lewd behaviour, sack whacking, nipple cripple, sexualised behaviour, pulling own pants down, dacking, wedgy, atomic wedgy</td>
<td></td>
</tr>
<tr>
<td>Toilet misbehaviour – filling up sinks, playing with soap, looking through doors, defecating on floors, walls, ceilings, each other</td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
</tr>
<tr>
<td>Inappropriate comments and gestures – racial, sexual, gender related/body gestures</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
</tr>
<tr>
<td>Consistent teacher managed behaviours on the playground</td>
<td></td>
</tr>
</tbody>
</table>

### Strategies
- Support around self-awareness and regulation
- In class support
- Daily behaviour check ins
- SEP support
- Referral for internal support e.g. Chappy, guidance officer
- Referral for external support e.g. paediatrician, child safety, OT
- Short term withdrawal
- Lunch time withdrawal
- Litter duty
- Time out room
- Contact parents/caregiver
- Afterschool detention
- IBSP
- Suspension
- Exclusion
Playground Management Process

1. Be alert, be actively supervising, actively engaging with students.

2. Identify potential issues that may arise.

3. Intervene using teachable moments/social skills strategies.

4. Actively follow up any reported behaviours and provide counselling when required (regardless of whether witnessed by you).

5. Identify behaviour as teacher or admin managed and follow recommended actions.

6. Complete either teacher managed behaviour notification slip for teacher managed behaviours or referral sheet for admin managed behaviours.

7. For severe behaviours phone office immediately for support.

8. Ensure all notification slips/referrals are sent to the office A.S.A.P.
**Teacher managed behaviour notification slip for Classroom Teachers**

To be used by classroom teachers to track repeated teacher managed playground behaviour. If patterns arise classroom teacher to conference with students and follow-up if needed, with Admin / SEP/ HOSES. Playground teacher to fill out slip and place in classroom teacher’s pigeonhole within 24 hours of incident. This is not a referral to administration.

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<td><strong>Teacher on Duty:</strong></td>
</tr>
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<tr>
<td><strong>Behaviour of student:</strong></td>
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<td><strong>Behaviour of student:</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Behaviour of student:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Classroom Management Process

- Teacher decision on how to implement and manage classroom process
- Focus on positive
- Supportive environment – space for students to use self-regulation strategies
- Incentive process – class marbles, stickers, money

**Must be included**

- 2 levels of warning – verbal and more formal
- Reflection time in class. E.g. Thinking chair, calm down space, T/O within class
- Buddy Class
- Admin Referral

**Buddy Class**

- Buddy class teacher may differ for individual students
- Individual support level – some students buddy class may be Admin/SEP/HOSES
- Students sent to buddy class may need quiet time or could complete a reflection sheet or unfinished work
- Class teacher must conference on return regarding building blocks and/or reflection sheet
- Class teacher must record on OneSchool

**Admin Referral**

- Anything physical or threatening straight to Admin referral
- DP decides on consequence in consultation with class/specialist teacher – must include conference regarding behaviour, reflection questions and discussion regarding building blocks
Referral Process

- 1 form for all referrals (classroom or playground)
- Phone call to office for referral and they will find someone to collect student
- Admin/SEP/HOSES investigates incident and decides on appropriate consequence, in consultation with Classroom or Specialist Teacher, and must record notes of action on referrals
- If timeout given it will be for the break immediately after (where possible)
- If timeout given – referral, with actions by Admin/SEP/HOSES, is recorded on OneSchool by Time Out duty teacher and parent contacted by classroom or specialist teacher
- If NO Time Out given referral is returned to classroom or specialist teacher to be recorded, with actions by Admin/SEP/HOSES, on OneSchool and parent contact made by classroom or specialist teacher
- If SEP called to de-escalate student behaviour due to referral – SEP must escort student to DP – DP and HOSES work together with classroom or specialist teacher to establish consequence

TIME OUT

- Student must complete reflection sheet at timeout
- Timeout duty teacher must conference with student
- Reflection sheet returned to class teacher for discussion and filing
- Referral recorded on OneSchool by timeout duty teacher
- For Classroom incidents, Parent contact made by classroom or specialist teacher
- For Playground incidents, Parent contact made by Admin/SEP/HOSES
Admin Intervention

When a referral, via the office, has been made Admin/SEP/HOSES (or a nominated person) are to collect the student and the following process must occur:

- Admin/SEP/HOSES must conference with student about the referral regarding building blocks and I can statements
- Student must be returned to class by Admin/SEP/HOSES, only when settled and ready to engage in learning (minimum 15 mins)
- Admin/SEP/HOSES must ensure student is settled before leaving
- If required Admin/SEP/HOSES to support or settle student within the classroom
- Admin/HOSES to work with individual students and class teacher to set up a Proactive Prevention Program. E.g check ins, monitoring processes, individual rewards, calm down strategies

Parent Contact

- Communication with parents is vital
- Class teachers and specialists teachers are to contact parents for consistent low level behaviours such as incomplete work, continual buddy class or playground behaviours
- If a student receives a timeout from a class referral, the parent must be contacted — by class or specialist teacher
- Playground referrals resulting in a time out - Admin/SEP/HOSES will contact parents
Admin Referral Form for Behaviour (Classroom and Playground)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Referred by:</td>
<td>Location:</td>
</tr>
</tbody>
</table>

**Building Block not followed: (please circle)**

<table>
<thead>
<tr>
<th>Excellence</th>
<th>Respect</th>
<th>Resilience</th>
<th>Integrity</th>
<th>Cooperation</th>
</tr>
</thead>
</table>

**Details:**

**Type of Behaviour (One School)**

- □ non-compliant with routine
- □ refusal to participate in program of instruction
- □ defiant/threat/s to adults
- □ disruptive
- □ third minor referral
- □ threat/s to others
- □ Lying/Cheating
- □ verbal misconduct
- □ bullying/harassment
- □ property misconduct
- □ physical misconduct
- □ IT misconduct
- □ possess prohibited item
- □ misconduct involving object
- □ other conduct prejudicial to the good order and management of school

**Motivation for Behaviour (One School)**

- □ Obtain Peer Attention
- □ Escape/ Avoid Activity or Event
- □ Obtain Adult Attention
- □ Escape/ Avoid Instructional Task
- □ Obtain Tangible Object
- □ Escape/ Avoid Adult Attention
- □ Obtain Activity or Event
- □ Escape/ Avoid Peer Attention
- □ Obtain Sensory Stimulation
- □ Escape/ Avoid Sensory Stimulation

**Admin Use : Action Taken by DP**

- □ Minor
- □ Major
- □ Counselling

- □ No contact required.
- □ Teacher enters on one school.
- □ Teacher contacts parents
- □ DP contacts parents (for playground referrals)
- □ Entered on one school through timeout
- □ Hoses referral required

**Date:**

1st break / 2nd break

**DP signature:**
Prep, Year 1, 2 and 3 REFLECTION SHEET:

Time Out/ Buddy Class

Name ____________________ Class ____ Date __________

Circle the zone that matches how you were feeling.

I Chose to....

not work
not listen
make a mess
hurt others
speak rudely
run away
Other

Next time I can...

work
listen
be kind
follow instructions
ask for help

Other

TEACHER TO COMPLETE

Parent Contact □ One school Referral □

Which Building Block was not followed?

Excellence Respect Resilience Integrity Cooperation
Year 4-6 REFLECTION SHEET: Time Out / Buddy Class

Name ___________________             Class ____       Date ______

Circle the zone that matches how you were feeling.

![The ZONES of Regulation](image)

Which Building Block was not followed?

<table>
<thead>
<tr>
<th>Building Block</th>
<th>What did you do?</th>
<th>What caused this?</th>
<th>Who was affected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How did this affect the other students?  What could you have done differently?  How did you respond to the Duty Teacher?

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

Certain Personal Technology Devices Banned From School (But not limited to)
Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft and also the potential for misuse and distraction/disruption to teaching and learning. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required or may only be returned in the presence of a parent at the Principal's discretion.

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be:

- Clearly labelled with the student's name
- Signed in at the school office upon arrival at school
- Signed out upon departure

Personal technology devices may never be used by students during the school day or on school property.

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 Burpengary SS. 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.

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 bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

**Text communication**

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

**Assumption of cheating**

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

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

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

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

**Special Circumstances Arrangement**

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

---

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
APPENDIX 8

Procedures for Preventing and Responding to Incidents of Bullying

Definition of Bullying: *The repeated* oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. (Aust Government Dept. Education, Science and Training).

Rationale
Research indicates that many inappropriate 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 responses to all inappropriate behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Purpose
Burpengary State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Burpengary State School. Research indicates that both those being bullied and those who bully are at risk of developing behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Types of Bullying
There are three main types of identified bullying:

*Direct physical bullying*
This includes hitting, punching, kicking, pushing, spitting or property damage.

*Direct verbal bullying*
This includes name calling, insults, homophobic or racist remarks, or verbal abuse.

*Indirect bullying*
This form of bullying is often harder to recognise and often carried out behind the victim’s back. It is designed to harm someone’s social standing and reputation and/or cause humiliation. It includes:

- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate
- mimicking
- encouraging others to socially exclude someone
- damaging someone’s social reputation and acceptance
- **cyber bullying**, involving the use of technology, such as, email, text messages or chat rooms to humiliate and cause distress to someone
What Bullying is Not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

**Mutual Conflict**
In mutual conflict situations, there is an argument or disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

**Social rejection or dislike**
Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

**Single-episode acts**
Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.²

**Pro-active Approaches**

1. Attempting to address specific challenging behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide 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 challenging behaviour, including preventing the subset of bullying behaviour.
   - 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.

2. Research indicates that a common outcome of implementing an anti-bullying program is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Burpengary State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’. These strategies include:
   - Training staff to become conversant in restorative conversations with students.
   - Providing lesson plans to address the definition of bullying, how to report it and how to protect one’s self from bullying.

2. Burpengary 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.

---

² Taken from *Safe Schools are Effective Schools*. Department of Education and Training, Victoria 2006.
Classroom Management

Classroom Rules and Consequences

Teacher: ________________________________________

Year Level: _____________________

Classroom Management Rules for our Classroom:

Consequences
For appropriate behaviour:

For Inappropriate behaviour:

Date: __________ Signature (Class Teacher) ___________________

(Deputy Principal) ___________________
Communicate your Classroom Management Plan to Parents/Caregivers

Sample Letter and Response Form

Dear Parents/Caregivers

It is with great pleasure that I welcome your child to my class. We can look forward to a very exciting and rewarding school year. In order to provide my students with the educational climate they deserve, as a class we have developed the following Classroom Management Plan that will be in effect at all times.

Classroom Rules:

Consequences (positive and negative):

It is in your child’s best interest that we work together, with regard to his/her education. I will therefore keep you informed about your child’s progress in my class. The students have been made aware of our class rules, consequences and procedures, but I would appreciate it if you could have a talk with your child to reinforce this management plan.

Yours sincerely

Please return this section to school

I have read your Classroom Management Plan and discussed it with my child.

Parents/Caregivers Signature:  __________________________________________________________

Child’s Name:  _________________________________________________ Date:  ______________

Comments:  ____________________________________________________________________________
## Individual Behaviour Support Plan

<table>
<thead>
<tr>
<th>Student:</th>
<th>Year level:</th>
<th>Commencement Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQ ID Number:</td>
<td>Date of Birth:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>School:</td>
<td></td>
<td>Case Manager:</td>
</tr>
</tbody>
</table>

### Behaviours of Concern:
1. 
2. 
3. 

### Strengths:
1. 
2. 
3. 

### Identified Behaviour Goal/s:
1. 
2. 

### Learning styles:
1. 
2. 

### Preventative and Teaching Strategies

<table>
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### Case Monitoring / Evaluation


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### Other Information

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This plan has Parent/Carer agreement:  Yes / No (Circle one)

Review Date:

Signature Date:

________________________  ________________________  ________________________
Principal                  Classroom Teacher              Parent

________________________  ________________________  ________________________
Student (if appropriate)   Case Manager                 Behaviour Support staff
BURPENGARY STATE SCHOOL DRESS CODE AND PERSONAL APPEARANCE POLICY

The Dress Standard:

The school expects students to wear the school uniform every day. Students not in uniform will access the school’s clothing pool to change into a uniform for the day.

Sports Uniform for Prep to Year 6 is:

Worn every day Prep to Year 4
Worn on Physical Education days, or any day except Parade Days in Years 5-6
School Blue & Navy Polo over-shirt
(Navy collar, with vertical front band and sleeves, side splits, pale blue and gold line on the collar, and embroidered logo)
Navy School Shorts (straight leg, knee length maximum with embroidered BSS label) – for boys and girls
Navy School Culottes (with embroidered BSS label) – for girls only
Black leather lace-up shoes or black joggers with leather or vinyl upper preferred. Velcro straps are acceptable for students in the early childhood years (Prep to Year 2). Worn with crew length white or navy socks.
Navy School Broad Brimmed Hat for neck and face protection from sun.

IN ADDITION, FOR STUDENTS IN YEARS 5-6 …

Formal Dress Uniform is:

Worn every Parade Day in Year 5 and 6, special occasions like school ceremonies or most excursions, and optional on any other day

Girls
Blue front buttoned collared over-blouse with school trim on collar and sleeves, and embroidered logo.
Navy pleated drop-waisted blue skirt, 2 single pleats (front and back) with embroidered BSS label, OR navy formal long dress shorts option (not casual shorts or Culottes).

Boys
Blue front buttoned collared shirt with school trim on collar and sleeves, with embroidered logo. Shirt is worn over navy blue knee length dress shorts with embroidered logo (not knit sports shorts).

Boys and Girls
Black leather lace-up shoes or black joggers with leather or vinyl upper preferred
White or navy crew length socks
Navy School Broad Brimmed Hat for neck and face protection from sun.

WINTER UNIFORM:
School Jacket: navy blue, with embroidered logo, front close, pale blue stripes at neck, wrist and waist; OR
Navy blue pullover. Navy blue track pants.

Notes: Hair should be of a natural colour, worn in a neat and tidy style appropriate to a primary school aged child. If hair is shoulder length or longer it is required to be neatly tied back. Hair should not obscure students’ view. Fashion trends, including, but not limited to, shaved heads, shaving designs, “mohawks”, beading, unnatural dyeing, gel that sets the hair in unnatural styles, and all-over plaiting are not acceptable. Staff will provide guidance to students on this matter.
Jewellery and make-up are restricted under Workplace Health and Safety legislation to:

- a watch
- a signet ring
- a medical bracelet or chain
- one set of plain (silver or gold), small studs or sleepers worn in the ears (no colours)
- neither nail polish nor temporary tattoos are to be worn at school
- no make-up is to be worn

NOTE: Any religious medallion (only with prior permission from the Principal after a family meeting) is worn inside clothing.

- Denim shorts, jeans, cargo pants and net basketball shorts are NOT acceptable
- Socks for boys and girls must be visible above the ankle. Sockettes are not acceptable
- Backless shoes, open toed shoes and sandals, ballet flats, and “party” shoes are not acceptable

Non-compliance with the uniform policy which is not subject to an agreement between the parent and the school may result in the following consequences: Parent Notification, Time Out, Playground withdrawal, ineligibility for Citizenship Awards, or other consequences as per the Responsible Behaviour Plan for Students.

Black Shoes Suitable for School

The Policy is…

- Black leather lace-up shoes or black joggers with leather or vinyl upper preferred (see below for details).

Students in the early childhood years may have Velcro straps instead of lace-ups.

These shoes **look smart** with the uniform, have **appropriate safety features** such as foot coverage for spills and drops, healthy support in the right places to support growing and active feet, and meet **legislative requirements** for safety in the workplace.

The reasons why are…

- **Workplace Health & Safety** – To protect students from hot spills, dropped items (including kitchen utensils), trips, falls and objects on ground during Play, Sport & HPE; Science; Kitchen/Garden and classrooms.
- **Health** – these types of shoes generally have a stronger heal counter with better foot and arch support for growing feet.
- **Personal appearance** in the school uniform
Examples of Black Shoes Suitable for School

Examples of Shoes *NOT* Suitable for School
STUDENT INFORMATION

WORKING TOGETHER TO KEEP BURPENGARY STATE SCHOOL SAFE

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

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined including recommendation for exclusion.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Burpengary State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
APPENDIX 12

PARENT INFORMATION

WORKING TOGETHER TO KEEP BURPENGARY STATE SCHOOL SAFE

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

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

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

What kinds of knife are banned?

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

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

• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences including recommendation for 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 Burpengary State School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in students’ 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 Brad Fox, Principal.
Burpengary State School Believe and Belong Program

**Purpose**: The purpose of the program is on minimizing the occurrence of disengaged and challenging behaviours through empowerment of students and staff. The focus of the program for students is self-evaluation and improved self-efficacy, concentrating on self-image and how others perceive their behaviour. The focus of the program for staff is to build their capability and capacity to manage students exhibiting challenging behaviours.


- A focus on staff professional development to improve their capabilities and confidence to support every student
- A continuing focus on reviewing and monitoring performance through staff research teams who are focussing on making Burpengary State School outstanding

The purpose of the program links to the Burpengary State School Strategic Plan and resonates with the school’s vision statement.

**Recruitment and Referral Processes and Exit Criteria**

The program has universal benefits for all students through staff development and class programs. A further target group consists of the top 5% of students identified as Tier 3 in the Positive School Wide Behaviour model. These students have the characteristic profile of multiple behaviour incidents, multiple SDAs and little or no apparent change in behaviour patterns. Referral is made through a collaborative decision making process involving the family, the classroom teacher and the school Administration team, as well as any external personnel or agencies relevant to an individual student case. Exit criteria is the reduction in KPI’s below, including the student capacity to maintain long term school behaviour within Tier 2 or 1 structures.

**Key Performance Indicators to gauge success would include:**

- reduction in behaviour incidents
- reduction in School Disciplinary Absences
- reduction in multiple offences
- increase in education, classroom and school engagement
- students successful in engagement with program
- staff more confident to manage behaviour

**Core Values**

Five Building Blocks for Success: Respect, Resilience, Excellence, Co-operation, Integrity

**Specific Focus**

- Self Esteem
- Emotional Awareness
- Respect
- Positivity
- Empathy
- Mental Strength
- Self-Efficacy
- Self-Control
• Self-Discipline
• Sense of belonging
• Life goals
• Communication
• Team work
• Cooperation

Goals for Students:

Students engaging in this program will be aiming to achieve the following goals:
• participate in sessions successfully
• increase capacity to communicate with staff and fellow students
• develop leadership skills
• work effectively in a team environment
• encourage and motivate other students
• maintain concentration for an extended period of time
• convert behaviour stemming from perceived frustrating situations into positive responses
• increase awareness of how their behaviour affects others and how others perceive them

Goals for Staff:

Staff engaging in this program will:
• understand the core values of the behaviour support program
• build their capacity to engage in and implement whole class activities that reinforce core values
• increase skills and confidence to manage behaviour
• participate in professional development to build their confidence and performance

Partnerships and Collaboration

In order to build a sustainable program the following will occur:
• strong relationships will be built with organisations and businesses that can assist in implementation
• work in partnership with the local high school
• access school Adopt-a - Cop
• engage the chaplain
• create awareness of program within the community
• engage all staff in participation and professional development

Program Outline: Chaplain: The Potential Castle - Teaches them to find the potential within them even though they may not see it in themselves.
The adventure model - Shows them how their body works under stress. Move into high stress and they will not perform as well as they would if they were in a good range. (“Unlimited” uses words the students can understand)

Use the trust and team work activities - debrief is important with this so that they can communicate well.

Formation and Communication Program:

Sessions are based around the idea of Formation and Communication. Each session will involve a physical task that must be performed as a group and eventually as a team. The tasks will vary each week but have a consistent theme of synchronisation. Students will perform the task until the desired outcome is achieved.
Students will react to how other students choose to perform the tasks. Opinions and ideas will be discussed as a group. Behaviour resulting from frustration such as blaming other students will result in a restart of the task. Cooperation and leading by example will be encouraged. Students will be asked to think about how they want to be perceived by others and whether this is as important as how they perceive themselves.

To complete the tasks effectively there must be one team working in unison. The team will only be as strong as each individual. Therefore, positive reinforcement will be the key to success. The repercussions of individual poor behaviour will affect the whole group. Some tasks will involve obstacle courses and challenges where students must act as a team to complete the task. In these challenges, students will be encouraged to allocate roles and develop strategies. Each strategy will be tested by the group and the outcome discussed.

The idea of not giving up and the importance of encouraging others will be discussed at length. Pushing through fatigue by actively encouraging the group and not pointing out individual error will be constantly reinforced. In this environment leadership will be displayed by one or more students as they determine the need to create structure to complete the task. The intrinsic rewards achieved by completing the task correctly will far outweigh any extrinsic rewards that may be offered.

Students participate for 4 Terms

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<td>All about seeing self as part of a small group – working together as team</td>
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<tr>
<td>TERM 2</td>
<td>All about seeing self as part of a class group - connecting with class group</td>
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<td>TERM 3</td>
<td>All about seeing self as part of the community – contributing to community</td>
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