



## The Code of School Behaviour

Better Behaviour  
Better Learning



Queensland  
Government

# JINDALEE STATE SCHOOL

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

### 1. Purpose

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

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

### 2. Consultation and Data Review

Jindalee State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2017 and 2018.

A review was undertaken of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2017-2018 also informed the development process.

This Plan was endorsed by the Principal and the President of the P&C in **INSERT DATE HERE**, and will be reviewed in 2021 as required in legislation.

### 3. Learning and Behaviour Statement

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


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

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

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

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

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

	Whole School (Special Occasions and Excursions)	Classroom	Transitions	Playground & Oval	Eating Area	Bathroom	Tuckshop	Stop, drop and go & Green Zone
<b>Be Safe</b>	- I keep my hands and feet to myself - I walk on hard surfaces - I am in the right place at the right time - I maintain personal space	- I use equipment and materials with care - I ask permission to leave a setting	- I walk responsibly in two straight lines - I evacuate safely and silently	- I use equipment for its intended purpose - I wear my hat	- I stay seated - I move when a supervisor dismisses me - I eat my own food	- I follow toileting procedures	- I stand on painted lines	- I follow pick up procedures
<b>Be Respectful</b>	- I listen and follow supervisors instructions straight away - I use respectful language	- I am on time - I use whole body listening - I raise my hand and wait to speak		- I take turns and share - I am a good friend - I stop playing when the bell rings	- I put rubbish in designated bins - I use my talking voice		- I wait quietly for my turn	
<b>Be a Learner</b>	- I am a problem solver - I am an active participant - I attend school every day	- I am prepared - I cooperate with others - I complete my work	- I go directly to where I should be	- I show great sportsmanship - I move to waiting areas when the bell goes	- I eat my healthy food first		- I state my class to collect our box	

#### Positive Behaviour for Learning (PBL)

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Jindalee State School we emphasise the importance of directly teaching students the behaviours we would like them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support, a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school wide expectations. The School-wide Expectations Teaching Matrix above outlines our agreed expectations and specific behavioural rules in all school settings.

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

- Weekly behaviour lessons conducted by classroom teachers and support staff;
- Reinforcement of learning from behaviour lessons on school assemblies and active supervision by staff during classroom and non-classroom activities

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

- Newsletter correspondence informing parents of school behaviour expectations
- Administration team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

### Reinforcing Expected School Behaviour

At Jindalee State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students, staff, members of the community and all stakeholders. All staff members are trained to give consistent and appropriate acknowledgement and reinforcement. The recommended ratios of positive reinforcement are 4:1 to sustain a behaviour and 8:1 to make a change in behaviour.

### **Classroom Positive Reinforcement**

Each teacher addresses positive reinforcement of the school expectations in accordance with our whole school model. Below are a number of ways student's behaviour is positively reinforced.

<b>Reward</b>	<b>Method of Recognition</b>	<b>Frequency</b>
<b>Free and Frequent</b>	<p><u>Stamps</u> Stamps are rewarded to children who are meeting school expectations (Be Safe, Be Respectful, Be a Learner). Stamps are given in the classroom. Feather/expectation cards are given in the playground and other learning areas in exchange for an associating stamp upon return to the classroom. Teachers and supervisors are asked to handout a minimum of 15 - 20 stamps/feathers per day. This is based on a 4:1 positive reinforcements to corrections ratio.</p> <p>Stamps are placed on personalised stamp charts within each classroom. When the children have 50, 100 or 150 stamps on their chart, they obtain the relevant reward.</p>	Daily
<b>Short Term</b>	<p><u>50 Stamps - 50 Club</u> An icy pole from the tuckshop on Tuesdays or an alternative appropriate option organised with classroom teacher</p> <p><u>100 Stamps – 100 Club</u> A visit to the Prize Room. Children are able to select a gift from the Tier 1 Rewards at 2<sup>nd</sup> break on Tuesdays</p> <p><u>150 Stamps – 150 Club</u></p>	Continuous

	A visit to the Prize Room. Children are able to select a gift from the Tier 2 Rewards at 2 <sup>nd</sup> break on Tuesdays	
<b>Long and Strong</b>	Celebration Day A Prep – 2 and 3 – 6 celebration session will be held in the last week of each semester.	End of each Semester
<b>Other School wide Reinforcements</b>	<u>Aussie of the Month:</u> Student has displayed personal endeavour, achievement and contribution to the class or school community. This student has displayed a sense of fair play, generosity of spirit, commitment to school community participation and real concern for the school or learning environment. <u>Principal Award:</u> For outstanding academic results, significant improvement or outstanding effort. <u>Class Award:</u> May be given for the following reasons: <ul style="list-style-type: none"> <li>- Consistent high quality of work and effort in the classroom</li> <li>- Consistent contribution to classroom discussions/activities</li> <li>- Enthusiasm in all lessons</li> <li>- A respectful attitude towards their teacher, staff members and their peers</li> </ul>	As appropriate

### **Playground Positive Reinforcement**

Staff members hand out feathers and cards each day to students they observe following school expectations in the playground and non-classroom areas eg Music and PE. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the expectations they can choose to give that student a feather to exchange for a stamp once they return to class.

### Responding to Unacceptable Behaviour in Learning Environments (Sequence of Consequence)

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### **Re-directing low-level and infrequent problem behaviour:**

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

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

### **Classroom Timeout to Reflect on Problem Behaviour**

When a student continues to exhibit inappropriate behaviour following 3 verbal reminders, students are given the opportunity to go to an allocated timeout space within the classroom where they can reflect on their behaviour choices. Timeout allows students to remain within the classroom environment while reflecting on the school expectations. Students reflect and work in timeout for 5 minutes and continue their learning.

### **Buddy Class Referral**

If the behaviour continues and teaching and learning is interrupted the student may be sent to Buddy Class to allow them time away from the classroom environment to reflect on their behaviour choices. The student attends the pre-arranged buddy class for 10 minutes. Upon returning to class, students have a restorative conversation with their teacher and commit to making a positive change to their behaviour.

### **Targeted behaviour support:**

Each year a small number of students at Jindalee State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable

behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put students' learning and social success at risk if not addressed in a timely manner.

These students attend their normal classes and activities with appropriate adjustments if required. However, they have increased opportunities to receive positive contact with adults and further positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose targeted behaviour does show improvement or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support:**

Jindalee State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

The systems of support include:

- Collaborative discussions at Year Level Support Meeting
- Collaborative discussions at Support Committee Meeting
- Referrals to School Guidance Officer
- Referral to External Agencies: AVT Behaviour / Senior Guidance Officer

All behaviour that is contrary to school and classroom procedures will be managed on an individual basis. This management will occur through actions outlined below.

**Preventative actions:**

- Praise and encouragement
- Adjusted curriculum
- Individual Learning Plans
- Whole class rewards
- Long term building of extrinsic and intrinsic motivation
- *Class Achievement Awards* presented on Assembly





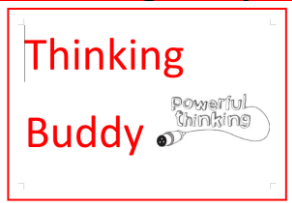
**Supportive actions:**

- Clearly defined classroom rules and consequences
- Time out / alternative play options
- Adjusted curriculum / programs
- Peer support
- Check In, Check Out supports
- AVT behaviour Referral

**Crisis plan actions:**

- Risk management plans developed in consultation with families / external agencies
- Negotiation of school hours – start and finish times
- Regular meetings with family members and external agencies (if applicable)
- Negotiation of re-entry programs / graduated entry programs

## Sequence of Consequences in Classroom

<b>Safe, Respectful Learners</b>	Student is displaying behaviour that demonstrates our school expectations of Be Safe, Be Respectful and Be a Learner. Students displaying this behaviour should receive stamps and cards as positive reinforcement.
<b>Start</b> 	Verbal reminder to redirect student to appropriate behaviour. Name is not moved on chart.
<b>1<sup>st</sup> Reminder</b> 	Verbal reminder to redirect student to appropriate behaviour. Name is moved on chart.
<b>2nd Reminder</b> 	A clear and specific verbal reminder to redirect student to appropriate behaviour. Name is moved on chart.
<b>Thinking Time</b> 	5 minutes time out in own classroom to reflect on behaviour and make a change. Name is moved on chart.
<b>Thinking Buddy</b> 	10 minutes reflection time in Buddy Class. Classroom/ Specialist Teacher to enter Minor on OneSchool. Parents are contacted by classroom or specialist teacher to advise them their child has had time away from the learning environment.
<b>Line Management Support</b>	In unsafe situations, Line Manager is contacted for support. Classroom Referral Form given to Line Manager by classroom or specialist teacher. A Reflection Lesson may be given at the discretion of the Line Manager. Further notes are made on O/S.

\*Each child will return to the start at the beginning of each session.

## Sequence of Consequences in the Playground

<b>Safe, Respectful Learners</b>	Student is displaying behaviour that demonstrates our school expectations of Be Safe, Be Respectful and Be a Learner. Students displaying this behaviour should receive cards/feathers to take back to their classroom to exchange for a stamp.
<b>Reminder</b>	A clear verbal reminder to redirect student to appropriate behaviour.
<b>Walk and Talk</b>	A teaching moment in which the student walks with the supervisor and discusses their inappropriate behaviour. The length of the 'Walk and Talk' will vary depending on the length of the reflective conversation that is required as well as the severity of the behaviour. *If students refuse to participate in walk and talk, after considerable take up time, this may lead to a Playground Reflection Form.
<b>Reflection Lesson</b>	Behaviour in the playground results in a Playground Reflection Form being issued and placed in box at office. These are behaviours that are serious of nature such as physical fighting. The Playground Reflection will be completed the following day during 2 <sup>nd</sup> lunch break, at the office, with a staff member. Parents will be informed via a letter home or phone call by staff member completing the lesson. A record is made of the behaviour.

### 5. Consequences for inappropriate or unacceptable behaviour

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

A Classroom Referral Form (Appendix 4) and Reflection Form (Appendix 5) are used to record all problem behaviour. Behaviour incidents may also be recorded on OneSchool.

#### Minor and Major behaviours

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

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

**Minor** problem behaviours are those that:

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

**Minor** problem behaviours may result in the following steps:

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

**Major** behaviours are those that:

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

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

DRAFT



## Major and Minor Behaviours by Behaviour Category

When entering any behaviour incident into OneSchool only select ONE category: Select the category of the initial behaviour.

\*For example but not limited to



Behaviour Category	Definition of Behaviour	Trivial	Minor		Major	
			Example (not limited to)	Non Example	Example (not limited to)	Non Example
Bullying/ Harassment	Bullying: using superior strength or influence to intimidate (someone), typically to force them to do something. Harassment: aggressive pressure or intimidation	'He yelled at me'	Bullying/harassment is never a minor behaviour. Refer minor incidents of bullying/harassment to Physical misconduct or verbal misconduct	Refer to non-example in the major behaviour and bullying definition	Verbal: name calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance. Physical: purposely hurting or overpowering another. Social or Psychological: social exclusion, cyber bullying, physical gestures, and written notes	Behaviours that do not constitute bullying include: Mutual arguments and disagreements (where there is no power imbalance), not liking someone or a single act of social rejection, one off acts of spite, isolated incidents of aggression or intimidation or violence.
Defiant/threats to adults	Verbal or physical defiant gestures that resist or threaten adults	Playing in the wrong areas 'do I have to?'	One off refusal comment or use of offensive language in conversation with an adult	Speaking too loudly during tasks	Repeatedly using defiant language directed at adults.	Student swearing to themselves after stubbing their toe or a comment like 'I can't do this, this is stupid'.
Disruptive	Behaviour that results in an interruption in the class, school, routines, or school activity	Petty interruptions; joke telling, noises	Occasional calling out or interfering with neighbour, one off leaving seat without permission	Obtaining learning equipment sharpening your pencil	Sustained yelling, consistently out of seat behaviour to interrupt activities	Moving or seeking/avoiding sensory input without interrupting the learning
Dress Code	Student wearing inappropriate clothing to school or for an activity	Make contact with parent	Make contact with parent	Make contact with parent	Make contact with parent	Make contact with parent
IT Misconduct	Inappropriate use of electronic device	Placing clip art pictures into word document instead of typing up work	Accessing websites at inappropriate times	Accidentally clicking into a banned website, sharing of passwords and logging on using another students' password	Posting photos of other students with the intention to embarrass them, posting inflammatory comments	Making posts about others with no intent to embarrass, but without their awareness.
Late	Late from lunch breaks or activities outside of the classroom	The bus being late, sick or upset	Admin discretion	Admin discretion	Admin discretion	Admin discretion
Lying/ Cheating	Student delivers message that is untrue and or deliberately violates rules	Student states they have completed a task when it is incomplete	Lie affects others and causes an escalation of behaviours eg lies/accuses other student. Plagiarism	Lying about reason for not completing a task/homework	Student accused staff of physical or verbal assault but after evidence the incident didn't occur	Offering information as a witness where information is based on hearsay only
Misconduct involving Object	Inappropriate use of an object for the non-intended purpose	Throwing a stick at a tree to get a ball down	Chasing someone with a stick or other object	Swinging a pencil case or lunchbox around	Using an object to deliberately cause injury	Rough play in soccer
Non-compliant with routine	Behaving in a way that does not comply with the classroom and playground routines	Do not enter on OneSchool, refer to other category to define the non-compliance (eg defiance, disruptive, refusal to participate)	Do not enter on OneSchool, refer to other category to define the non-compliance (eg defiance, disruptive, refusal to participate)	Do not enter on OneSchool, refer to other category to define the non-compliance (eg defiance, disruptive, refusal to participate)	Do not enter on OneSchool, refer to other category to define the non-compliance (eg defiance, disruptive, refusal to participate)	Do not enter on OneSchool, refer to other category to define the non-compliance (eg defiance, disruptive, refusal to participate)
Other conduct prejudicial to the good order and management of the school	Do not enter this category on OneSchool	Do not enter this category on OneSchool	Do not enter this category on OneSchool	Do not enter this category on OneSchool	Do not enter this category on OneSchool	Do not enter this category on OneSchool

Behaviour Category	Definition of Behaviour	Trivial	Minor		Major	
			Example (not limited to)	Non Example	Example (not limited to)	Non Example
Physical Misconduct	Fighting or actions that involve harmful physical contact	Petty or non-consensual contact, tripping into others	Contact without injury eg pushing into others	Student touches others waiting in line, pushing in	Hurting another causing injury eg punching, choking, scratching, spitting, biting	Landing on someone during a game
Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited	Bringing to school; chewing gun, trading cards, games, toys	Being in possession of an object capable of causing bodily harm eg pocket knife, lighter	Having a knife to cut up their fruit	Using an item as a weapon to harm or threaten to harm	Bringing a cultural item to school for curriculum task (which could be considered a weapon)
Prohibited Items	Using an item declared by the school as prohibited	Do not use, refer to 'possess prohibited items'.	Do not use, refer to 'possess prohibited items'.	Do not use, refer to 'possess prohibited items'.	Do not use, refer to 'possess prohibited items'.	Do not use, refer to 'possess prohibited items'.
Property Misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	Breaking own belongings	Throwing, kicking or breaking someone else's belongings or school property	Falling and breaking an item unintentionally	Deliberately impairs the usefulness of property, kicking a hole in the wall, throwing/break furniture, graffiti	Falling/being pushed into a wall, break a window accidentally while playing a ball game
Refusal to participate in program of instruction	Non-verbally or verbally refusing to participate in learning activities or engage in learning tasks	Student is unwell or emotionally upset	Infrequent refusal to participate in tasks	Change behaviour after being given a choice /take up time	Continual refusal to participate in learning, which is of no disruption to others, to participate in learning.	Student self regulates without permission, but returns to task
Substance misconduct involving illicit substance	Student is under the influence of or is in possession of illegal substances	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion
Substance misconduct involving tobacco and other legal substances	Student is under the influence of or is in possession of legal substances	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion	Administrative discretion
Third minor referral	Three minor incidents referred to buddy class				Student attends buddy class three times in one week	Refer to consequence flowchart
Threat/s to others	Any verbal or nonverbal threat to a person's physical or emotional wellbeing	Saying things in the heat of the moment without intention to follow through	Saying/doing something you know will cause a reaction: "fight, fight" or "don't listen to them"	General comments not particular to any one student 'all boys are stupid'	Saying/doing something with the intention of intimidating someone and making them threatened	Spreading rumours or gossip
Truant/ skip class	Unexplained absence without parent's knowledge		One off late arrival to class for inappropriate reason eg getting a drink or waiting for a friend	Arriving late and can't find class	At school, but absent from lesson without permission	Taking a long time to return to class from the toilet
Verbal misconduct	Any spoken, written or nonverbal communication, that insults, mocks, belittles or slanders another	Infrequent random comments: 'four eyes, fatso'	Infrequent comments or gestures directed at a person targeting race, religion, gender, disability eg "loser, Im not playing with you"	Student hollering at another student or calling out to a teacher across the room or oval	Using offensive, threatening, sexual connotation words or gestures directed at another "I'll bash you, you f***ing lair"	Inappropriate words between friends "let's go and play loser"
Other	Do not enter this category on OneSchool	Do not enter this category on OneSchool	Do not enter this category on OneSchool	Do not enter this category on OneSchool	Do not enter this category on OneSchool	Do not enter this category on OneSchool

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

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

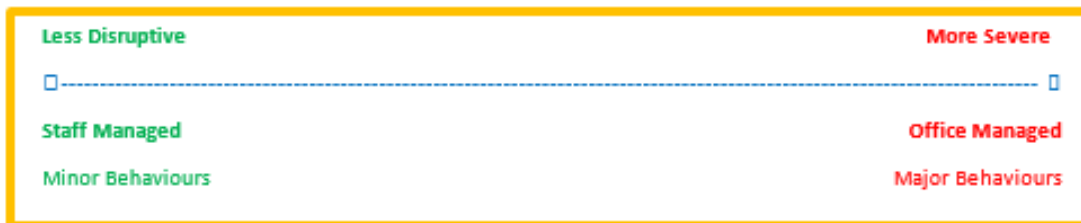
Student disciplinary absences (suspension and exclusion) may be considered:

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

**Continuum of Responses – Least to Most Intrusive Responses**



Continuum of Responses – Least to Most Intrusive Responses



<p><b>We must respond to social behavioural errors in the same way we respond to academic errors:</b></p> <ul style="list-style-type: none"> <li>✚ Correct &amp; Reteach if necessary</li> <li>✚ Provide Guided Practice</li> <li>✚ Allow independent practice with frequent monitoring</li> </ul>
Selectively Attend / Attend /Praise
Signal or Non- Verbal Cue
Proximity Control
Re-direct back to learning without mentioning behaviour
Quiet Talk – rule reminder from matrix
Verbal Reminder
Reteach concept or skills
Provide choice of activity. Task related choices
Problem Solve – How can I help you?
Time Out Within the Classroom
Time Out in Buddy Classroom (Parents contacted and Recorded as a Minor Behaviour in OneSchool)
Classroom Referral

## Reflection Lesson

Reflection Lessons operate on the principle of time out as consequence for repeated inappropriate behaviour or Major behaviour. During this time, students are encouraged to reflect on their behaviour choices assisted through a restorative conversation and completion of a Reflection Form and Apology Letter (Appendix 1) with a member of staff. Parents are notified of their child's completion of a Reflection Lesson via a letter home, and the completed reflection form accompanies the child home for parental signature and further discussion.

## **Definition of Consequences**

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"><li>▪ disobedience by the student</li><li>▪ misconduct by the student</li><li>▪ other conduct that is prejudicial to the good order and management of the school.</li></ul>
<b>Behaviour Improvement Condition</b>	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"><li>▪ reasonably appropriate to the challenging behaviour</li><li>▪ conducted by an appropriately qualified person</li><li>▪ designed to help the student not to re-engage in the challenging behaviour</li><li>▪ no longer than three months.</li></ul>
<b>Proposed exclusion or recommended exclusion</b>	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"><li>▪ disobedience</li><li>▪ misconduct</li><li>▪ other conduct that is prejudicial to the good order and management of the school, or</li><li>▪ breach of Behaviour Improvement Conditions.</li></ul>
<b>Cancellation of enrolment</b>	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

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

## Relate inappropriate or unacceptable behaviour to expected school behaviours

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

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and

- identify what they will do to change their behaviour in line with expected school behaviour.

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

## 6. Emergency situation or critical incident responses

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

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

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

### Immediate Strategies

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

### Reinforcement and Correction Strategies

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

### Follow Up Strategies

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

### **Physical Intervention**

Staff may make legitimate 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 Jindalee State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of

physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

### **Record keeping**

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

- School Incident Report
- Student Record of Incident on OneSchool (as per process for Natural Justice).

## **7. Network of student support**

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- Adopt A Cop

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

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

## **8. Consideration of individual circumstances**

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

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

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

## 9. Related Legislation

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

## 10. Related Procedures

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

## 11. Some related Resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)

- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

---

## 12. Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President

Effective Date: January 2019 to December 2021

---

DRAFT



REFLECTION LESSON

Name: ..... Class: ..... Date: .....

I am here reflecting on my behaviour because I.....

.....  
Write the rule / behaviour under the Expectation, that you need to work on.

**Positive Behaviour for Learning 2018 (PBL)**  
Our 3 schoolwide expectations...

**Be Safe**

---

**Be Respectful**

---

**Be a Learner**

---

- For what reason did you do this behaviour?  
.....
- What were you thinking at the time? .....  
.....
- Who was affected by your behaviour? .....  
.....
- What will you do next time? .....  
.....

1. Write an apology to the person/s your behaviour affected.
2. Communicate with and give this apology to the affected person/s.
3. Return your Parent Letter from home tomorrow.

Signature of RL Room Supervisor: .....

**Apology Letter**



Dear.....,

I am very sorry for .....

.....  
.....

I understand that I was not (circle one): Safe Respectful a Learner

Next time I will.....

.....  
.....  
.....  
.....

Signed (your name)

.....

---

---

**Affected person/s:** .....

(signature)

(signature)

**RL issued by:** .....

## Appendix 2

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

#### Purpose

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

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Jindalee State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being

explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## **Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
    - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
    - All students know the 3 general school expectations and have been taught the desired behaviours attached to each rule in all areas of the school
    - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
    - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
    - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
  9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
    - Not to respond to messages but keep them to report to parents and/or teachers immediately
    - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.
- Jindalee State School will then investigate and respond to any incident of cyberbullying.
10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
  11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
  12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
  13. Jindalee State School will take part in the National Day of Action Against Bullying and Violence in March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
  14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming.

The anti-bullying process at Jindalee State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

15. Jindalee State School uses behavioural data for decision-making. This data is entered into our database 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.

DRAFT

## WORKING TOGETHER TO KEEP JINDALEE STATE SCHOOL SAFE

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

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

If a student has a knife at school, they can expect serious consequences.

### 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 activities, the school will provide information about the procedures for carrying and storing these items at school.

The deputy principal and principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted.
- School property such as desks 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 Jindalee State School safe?

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

**Classroom Referral Form**



Name: .....

Class: ..... Date: .....

**Time of day:**

- 1<sup>st</sup> Session     2<sup>nd</sup> Session  
 3<sup>rd</sup> Session

**Learning Area:** .....

**Actions taken to deescalate behaviour:**

- Redirection     Thinking Time  
 1<sup>st</sup> Reminder     Thinking Buddy  
 2<sup>nd</sup> Reminder

**Expectation supported:**

- Be Safe  
 Be Respectful  
 Be a Learner

**Possible Function of Behaviour:**

Circle 1: Accessing or Avoiding

- Adult Interaction     Peer Interaction  
 Sensory Feedback     Activity/ Event  
 Objects/ Tangibles

**Staff Member:** .....

**Playground Reflection Form**

Date of Incident: .....

Student: ..... Class: ..... Time: .....

When:  Before School     1<sup>st</sup> Break     2<sup>nd</sup> Break     After School

Where:  Around Buildings     Hall     Lunch area     Off-site     Oval     Play Structure  
 Toilets     SEP     Other .....

Incident Information: .....

Which Expectation was not being followed (circle): Be Safe    Be Respectful    Be a Learner

Category:  Non-compliant with routine     Disruptive     Defiant / threat/s to adults     Property misconduct  
 Verbal misconduct     Physical misconduct

Victim/s (if any): ..... Witness/es (if any): .....

Action taken prior to referral to deescalate the behaviour:  Verbal Reminder     Walk and Talk     None








Issued by: .....

**PLEASE PLACE IN TRAY IN MAIN OFFICE**

Primary Reflection Lesson Form

Name \_\_\_\_\_ Class \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

How am I feeling?

 <p>sad</p>	 <p>happy</p>	 <p>worried</p>	 <p>angry</p>
 <p>tired</p>	 <p>very happy</p>		 <p>very angry</p>



What did I do?

What could I have done?

Be Safe



Be Respectful



Be a Learner





DRAFT