ALPHA STATE SCHOOL

2016 – 2018

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

Purpose

Alpha SS is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive to their lifelong wellbeing.

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

We strive to provide a learning environment where all students have a right to reach their potential, developing a sense of self-worth and self-discipline. It is recognised that all members of our school community are responsible for their own behaviour and this contributes to a safe, supportive environment in which effective teaching and worthwhile student learning can occur.

Our school seeks to nurture in children learning, thinking and understanding. This is accomplished within a safe environment where self-worth is developed and explored.

This plan aims to ensure that students can come to school to learn, teachers to teach, and parents to be part of a co-operative effort to ensure learning outcomes (educational, emotional, social and physical) occur for every child to the best of their abilities.

Consultation and data review

Alpha State School developed this plan in collaboration with our school community. Consultation with the major stakeholders; parents, students and staff took place as part of this process via P & C Meetings, Staff Meetings, Newsletter etc.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 also informed the development process.

This Responsible Behaviour Plan for Students is designed to provide

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

The Plan was endorsed by the Principal, the President of the P & C Association and the Assistant Regional Director in February 2016 and will be reviewed in three year's time as required in legislation.

Learning and Behaviour Statement

All areas of Alpha State School are teaching and learning environments.

At Alpha State School we consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

This Responsible Behaviour Plan clearly identifies our shared expectations for behaviour at Alpha State School so they are plain to everyone. This enables ALL school community members have clear and consistent expectations and understandings of their role in the educational process in creating and maintaining a positive and productive learning and teaching environment,

Our Responsible Behaviour Plan outlines our system for explicitly teaching positive, pro-social behaviours, encouraging and supporting positive behaviour to prevent problem behaviour and for responding effectively to unacceptable behaviours.

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

- Respect
- Responsibility
- Learning
- Safety

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.

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At Alpha State School we believe:

- That everyone in the school community has a fundamental set of Rights and Responsibilities – refer to *Appendix 1*.
- That appropriate Behaviour, Manners and Respect help us to:
  - Adhere to the school behaviour expectations and accept responsibility for our own actions, i.e. we try our best at all times.
  - Ensure we are in the right place, doing the right thing, at the right time.
  - Speak appropriately to all members of the school community.
  - Be truthful and honest.
  - Demonstrate self-respect, i.e. show pride in our work, our school and community and be properly dressed and equipped for each day at school.
  - Treat all people with respect, i.e. be kind, courteous and co-operative.

To achieve these beliefs, it is imperative that all members of our school community (students, staff, parents / carers, visitors) co-operate and demonstrate mutual respect and are responsible for their own actions.

Before and After School Expectations at Alpha State School:

- There is no formal playground supervision before or after school hours, i.e. before 8:00 am or after 3:00 pm, therefore parents are advised that no children (including children under school age) are allowed to play in the school grounds or on school play equipment before or after school.
- There is no need for students to arrive at school before 8:00am. Students who arrive at school before 8:00 am are to assemble near the Office Area where they are expected to sit quietly without play. Brain Boost starts at 8:00 each morning. Students who do not participate in Brain boost remain seated outside the office where they are supervised.

Safety to and from Alpha State School:

- Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Students can therefore be disciplined according to our Responsible Behaviour Plan for Students for their behaviour when travelling to or from school.

The following shared beliefs about student behaviour and discipline inform our school's Responsible Behaviour Plan:

- Education today must include a balanced focus on both academic achievement and social competency

- Student discipline is a shared responsibility and requires a collaborative effort by staff as well as the school community. We all need to be jointly committed to their success.

- We cannot assume students know the behaviours and social skills that lead to success at school and in life.

- Behaviour is learned therefore responsible behaviour can be taught and is best achieved through instruction rather than punishment.

- For behaviour change to occur, we need to use positive approaches that strengthen positive teacher-student relationships and model our school values and expectations.

- Efforts to help students become socially competent require on-going teaching, encouragement and correction.

- We cannot directly control the behaviour of others but what we do can influence, prevent, increase the likelihood of desired behaviour and decrease the likelihood of problem behaviour through our actions.

Research-validated principles and practices from the *Better Behaviour Better Learning PD Suite* and *Positive Behaviour Support* provided the basis the development and implementation of the Alpha State School Responsible Behaviour Plan.

Processes for facilitating standards of positive behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Alpha State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students and designed to prevent problem behaviour and providing a framework for responding to unacceptable behaviour.

A set of behavioural expectations has been attached to each of our school values. The Schoolwide Expectations Teaching Matrix on the next page outlines our agreed rules, values and specific behavioural expectations in all school settings.

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

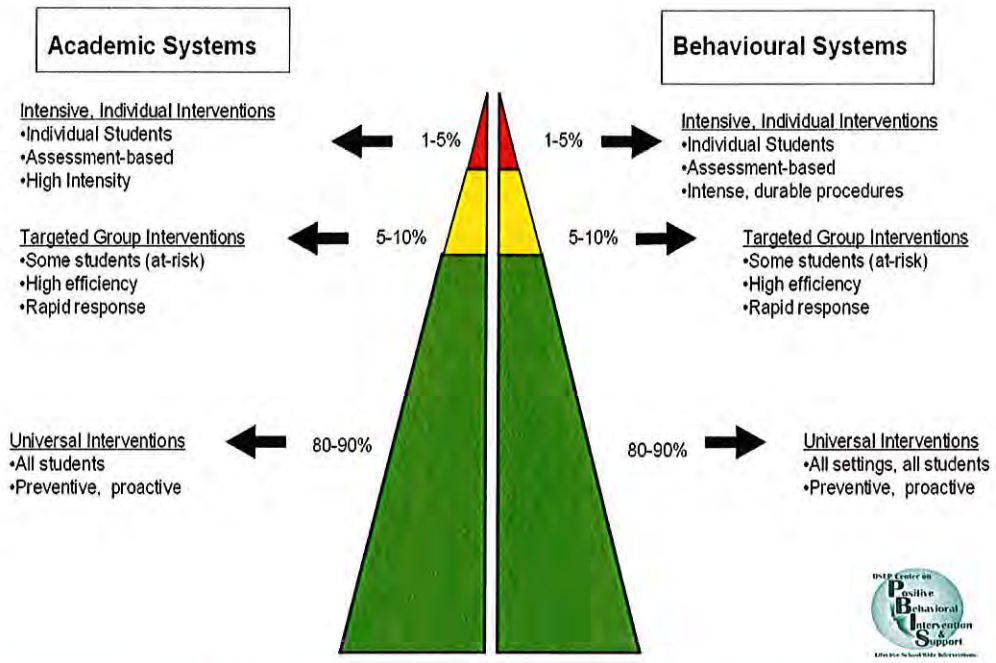
- Modelling of our values by all staff members
- Behaviour lessons conducted by classroom teachers;
- Specific targeted behavioural lessons directed at students who require continued support;
- Positive reinforcement of our school values and expectations by administration on school assemblies and through the school newsletter;
- Detailed explanation of school values and expectations at enrolment interview;
- Expectations displayed visually on posters and behavioural walls around the school;
- Proactive social skilling through sport, games and life skills
- Positive recognition rewards to promote positive behaviour
- Celebration events (each term) to acknowledge and reward students who consistently demonstrate the school behaviour expectations.

Our whole school approach to behaviour management provides a supportive learning environment, which includes:

- All members of the school community feeling safe and valued.
- All members of the school community being treated fairly and without prejudice.
- All members of the school community modelling non-violent, non-coercive and non-discriminatory language and practices.

Education today must include a balanced focus on both academic achievement and social competency

Three Tiers of Support: Academic & Behavioural – Universal, Targeted and Intensive



Proactive and Preventative Processes

Alpha State School strategies to encourage and support expected student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Behaviour Management as an agenda item included at regular staff meetings
- Classroom profiling available from trained profilers on staff
- All classrooms displaying school values and expectations, rewards, consequences and the class rules set out plainly and explained to each student
- Administration team members regularly providing information to staff and parents, and support to others in sharing successful practices
- Staff has access to Professional Development opportunities (e.g. ESCM)
- Comprehensive induction programs in the Alpha State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Broad range of support in the schools proactive positive approach using positive recognition rewards for students and classes meeting school expectations.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Supportive re-entry meetings between parent/ caregiver and staff
- Use of student monitoring forms to measure student behaviour improvement
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School *(Appendix 2)*
  - Procedures for Preventing and Responding to Incidents of Bullying *(Appendix 3)*.

Encouraging and reinforcing expected school behaviour

At Alpha State School, communication of our key messages about behaviour is backed up through positive reinforcement, which provides students with feedback for demonstrating expected

behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards in classrooms as well as non-classroom settings.

Class celebrations and school-wide Awards

Students are always given the opportunity to start afresh each term and work towards becoming independent, responsible self-managers for the new term.

Whole School Celebrations – end of Term

At the end of each term, a Whole School positive behaviour focussed activity will take place for those students who have maintained good behaviour for the term. All staff use the Effort and Behaviour Matrix *(Appendix 5)* in conjunction with One School data to determine student eligibility.

Playground awards / rewards

Students who display positive behaviour aligning to the school values / expectations while in the playground can earn an "Alpha SS Aces Card"

Students then place the card in the collection box in their room and the class with the most tokens at the end of the week, will be presented with an award / trophy at Behaviour Parade.

The class who wins this award the most in a term will have an additional celebration at the end of term.

To promote continued positive behaviour by students at Alpha State School, a range of proactive strategies have been enacted within the school including:

- Positive recognition rewards – A student is recognised for positive behaviour and are eligible for the end of term reward day re positive school behaviour. These awards are recorded on One school as a positive behaviour.
- Verbal approval – Student effort is recognised and acknowledged, both privately and publicly, as is appropriate for the situation.
- Parental contact – Parents are notified so that they can share in our pride when students perform or behave creditably. Staff may also send home emails regarding a student's positive behaviour.
- Privileges – Students who consistently demonstrate their acceptance of self-discipline and responsibility, are extended opportunities to involve themselves in extracurricular (e.g. school sporting teams), co-curricular (e.g. excursions, school camps) and/or recreational (e.g. school discos, dances etc.) activities.
- Awards – Individuals are accorded special recognition via the presentation of classroom or school awards (e.g. Student of the Week). Various communication channels publicly recognise positive student contributions to our school community.
- Rewards Day – At the end of each term, all students who have behaved in an appropriate manner are involved in Rewards Day Activities in recognition of their consistent good behaviour.

- *Class teachers may modify or simplify the criteria in ways that are developmentally appropriate but must ensure they align with the 4 school-wide expectations as per the teaching matrix.*

School Wide Awards – Weekly behaviour awards

The Principal, in collaboration with staff will determine a student's eligibility to receive a behaviour award at the weekly behaviour parade. These awards will align to the school values / expectations.

Teaching Expected Behaviour

Chappy's Terrific Traits and in-class behaviour learning

Explicit behaviour teaching is done in each classroom. This promotes student understanding and knowledge of our school values. It also develops the skills and dispositions of students so they can enact particular standards as individuals and as members of our school and the wider community. One value or expectation will be the focus across the whole school weekly and be reinforced from within the classroom, through school parade and through the newsletter. Although every Year level is working on the same value the program has been designed so that every value is built upon over time as the children progress through the school. Each student, teacher and parent will be receiving the same positive message about our expectations.

The school Chaplain also visits each class during the week and discussed the 'Terrific Trait' for the week. The older students also participate in 'Rock and Water' programs through the year. During this time, the students focus on resilience, strength, letting go and controlling anger and emotions.

Anger Management sessions, girls and boys Social Skills and individual support for children and families can be provided on an "as needed" basis.

Corrective Consequences – Responding to unacceptable behaviour

Students come to school to learn. Behaviour support provides an important opportunity for learning, to be positively supported, encouraged and explicitly taught how to meet the school's behaviour expectations.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 (stated from the school behaviour wall)
- explain how their behaviour differs or does not conform 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 problem behaviour continue, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Response to problem behaviour needs to be

calm, consistent, brief, immediate, respectful, specific.

Ensuring consistent responses to problem behaviour

At Alpha State School staff members are authorised to issue corrective consequences for problem behaviour and are provided with appropriate professional development and/or training.

Through professional development activities such as ESCM training, profiling and other professional development opportunities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Alpha State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience pre-determined and appropriate consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff must record all minor persistent or chronic problem behaviours as well as major problem behaviour.

Teachers may, by regulation, extend the school hours by a half hour (3.30pm) to have children complete school work not done, or to do any task not completed during the day because of lack of application, or as a form of discipline for misbehaviour. Children catching buses are usually exempt from this and may be asked to come into class before school. Students may now be detained for 20 minutes at lunchtime.

Major and Minor 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 Administration and then entered on One School.
Identifying Behaviours of concern are on *Appendix 7*.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

- significantly violate the rights of others
- are misbehaviours that occur repeatedly (despite consequences having been given for previous incidents)
- put others / self at risk of harm
- require the involvement of school Administration.

This policy also includes information relating to the possession of knives at school. *(Appendix 4)*

Continuum of Responses - MINOR to MAJOR Levels of Problem Behaviour

Staff managed – May keep personal anecdotal record (only if necessary)	**Level I Minor** problem behaviour	*Infrequent behaviours* that can be simply managed by an individual staff member and run *counter* to expectations or class procedures but *do not seriously interfere with learning*. If left unattended, likely to persist or spread until learning and teaching is undermined.	• Calling out without raising hand • Leaving seat • Off task/ doing unrelated activity • Passing notes • Excessive social talking	• Proximity • Non-verbal cue • Selectively attend (praise correction) • Prompt /Rule reminder • Restitution • Review routine • Change/modify activity, task
Staff Managed *Record on One School if problem persists (FYI)* ***OR*** *Record on One School* ***Minor Office Referral (if seeking assistance from other staff e.g. Buddy Class teacher or Admin)***	**Level II Moderate Minor** Problem Behaviour Or **Chronic Persistent Minor** Problem Behaviour	Behaviours that *disrupt an activity or interfere with learning*, usually limited to a single student or a few students not acting together. Minor problem behaviours that occur so frequently that they *constitute a threat to learning*. Or minor problems engaged in by many students. No longer manageable by the class teacher (or staff on PG duty)	• Not following instructions • Arguing/ disrespectful with teacher/ not accepting correction • Indirect physical aggression • Chronic off-task • Roaming around room at will • Poor work completion • Work refusal • Minor property damage • Third minor referral	• Re-direct • Re-direct to learning • Provide choice (when, where, how, with whom) • Student conference • Increase group/individual teaching/ detention? • Restrict privileges (seating) • Re-teach/ role play practice • Home contact/ meeting • Referral for assistance and support from other staff. • Individual support plan
Record on One School – seek Admin assistance ASAP ***MAJOR ODR (Refer for Admin to Manage)***	**Level III MAJOR PROBLEM**	Behaviours that present a *threat to the good order, safety and learning environment*. Student is out of instructional control – unable to respond to adult teaching. May be a critical incident needing immediate assistance and to be managed by or through admin. May also require assistance of external support.	• Illegal or dangerous behaviour or infraction of major school rule, EQ policy. • Refusal to follow adult direction or accept correction • Level III behaviours that have not responded interventions	• Referral to office • Restitution • Home contact • Individual Intensive Intervention and Support • Managed attendance • Non-attendance at office campus activities • School suspension • Alternative placement • Exclusion

Alpha SS - Behaviour Levels at a Glance

For more detailed information on the 'Behaviour Levels' refer to *Appendix 6*.

Positive Acknowledgement Cards

This 'Alpha Aces' card is to recognise positive behaviour witnessed by a staff member. Students who receive this card are eligible for a weekly draw to acknowledge positive behaviour in the school.

Level 1 Behaviour
Appropriate Student Behaviour

Yellow Warning Level (Minor Problem Behaviour)

Infrequent behaviours that can be managed by a staff member that do not seriously interfere with the learning. This is a warning to you and your parents that your behaviour needs to improve. Students will remain on this level on the day of the inappropriate behaviour. Prior to this, staff will have used the ESCM strategies to manage behaviour.

Orange Level 2 (Moderate Minor Problem Behaviour)

Behaviours that disrupt an activity or interfere with learning, usually limited to a single student or a few students not acting together. This is a communication to you and your parents that your behaviour requires consequences to remind you to behave appropriately. Students will remain at this level for a two week period.

Blue - Level 3 (Chronic Persistent Minor Problem Behaviour)

Minor problem behaviours occur so frequently that they constitute a threat to learning or minor problem engaged in by many students – no longer manageable by the class teacher/ PGD staff member. This is a communication to you and your parents that your behaviour requires more intense consequences to remind you to behave appropriately. Your Parents will be required to attend a meeting with you and the Principal in regards to this. Students will remain on this level for a time determined by the Principal.

Red - Level 4 (Major Problem Behaviour)
(Suspension and/or possible Exclusion)

Behaviours that present a threat to the good order, safety and learning environment. May be a critical incident needing immediate assistance and to be managed by the Principal. This is a communication to you and your parents that your behaviour requires our highest level consequences to remind you to behave appropriately. Your Parents will be required to attend a Re-Entry Meeting with you and the Principal to negotiate or modify an Individual Student Behaviour Plan that will be used to assist you in improving your inappropriate behaviours.

Alpha State School runs curriculum programs within classrooms via the Whole-School Curriculum Plan. These curriculum programs are differentiated to cater for individual student learning needs including students identified with learning difficulties, special needs and gifts or talents.

Alpha State School acknowledges that effectively managing student behaviour requires a range of provisions that includes fair and just practices as consequences for breaches of this Responsible Behaviour Plan for Students. Positive social outcomes are achieved for students when families support the schools behaviour management practices. A supportive home-school relationship provides students with a powerful message about the need for good behaviour within our school.

Alpha P – 10 State School

Flow Chart - Responses to Problem Behaviour in Classroom

(A) PREVENT likelihood of problem behaviour by providing positive, supportive, disciplined environment that is calm, orderly and predictable. Prepare students, teach expected behaviour and routines, pre-correct potential misbehaviours, intentionally set positive tone with high rates of positive feedback, encouragement and acknowledgement, provide appropriate curriculum and pedagogy.

(B) Observe and identify problem behaviour

*Is the behaviour **safe** and **manageable** by staff member?*

YES → **MINOR Teacher managed**

NO → **MAJOR Office /Admin**

Use questions to prompt & redirect student to learning
Provide task choices/ in terms what, where, how, with whom

↓

Warning of inappropriate behaviour

↓

Re-teach behaviour expectation

↓

Time out/ calm down

↓

Was behaviour problem corrected?

YES → Acknowledge/ positive reinforcement of expected behaviours

NO → **Classroom incident -** Buddy Class – Student sent with work
CT to contact parent by phone/ email about incident
.

→ **Request Admin Support**

For Persistent contact Admin for support. PC to Principal/ Admin regarding incident/ behaviour

(C) Ensure Safety Notify Admin ASAP
Phone office for immediate assistance

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Referring staff to complete incident details on ONE SCHOOL as soon as is practical

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Admin Action & Decisions

- Parent meeting
- In-school suspension
- Suspension
- Case meeting
- External referral
- Exclusion

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If suspended - re-entry meeting with Admin, parent and relevant staff to discuss support plan and set returning conditions/ monitoring

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For Persistent/Chronic problem behaviour staff to develop individual or group intervention & support plan.

Alpha P – 10 State School

Flow Chart -Responses to Problem Behaviour in Playground

(A) PREVENT likelihood of problem behaviour by providing positive, supportive, disciplined environment that is calm, orderly and predictable. Prepare students, teach expected behaviour and routines, pre-correct potential misbehaviours, intentionally set positive tone with high rates of positive feedback, encouragement and acknowledgement, provide appropriate curriculum and pedagogy.

(B) Observe and identify problem behaviour

*Is the behaviour **safe** and **manageable** by staff member?*

YES → **MINOR Teacher managed**

NO → **MAJOR Office /Admin**

Use questions to prompt & redirect student to learning **Provide task choices/** in terms what, where, how, with whom

↓

Warning of inappropriate behaviour

↓

Re-teach behaviour expectation

↓

Time out time out time in an appropriate area in the playground

↓

Was behaviour problem corrected?

YES → Acknowledge/ positive reinforcement of expected behaviours

NO → **Incident** – staff member on duty to deal with and complete incident on One School. Notify CT of incident via PC/ include in referral → **Request Admin Support** For Persistent contact Admin for support.

(C) Ensure Safety Notify Admin ASAP
Send assistance card to Principal for support

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Referring staff to complete incident details on One School and refer to Principal

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Admin Action & Decisions

- Detention with Principal
- Parent meeting
- In-school suspension
- Suspension
- Case meeting
- External referral
- Exclusion

↓

If suspended - re-entry meeting with Admin, parent and relevant staff to discuss support plan and set returning conditions/ monitoring

↓

For Persistent/Chronic problem behaviour school staff to develop individual or group intervention & support plan.

Alpha P - 10 State School

Behaviour Consequences

A major behaviour such as physical violence, bullying or swearing at an adult will result in immediate referral to Principal and notification home

Step 5:

- Office – PC to office about incident/ behaviour
- Parents informed

Step 4:

- Buddy Class – PC to Buddy Class teacher about incident
- Form sent home/phone call

Step 3:

- Repeat step 1 and 2

Step 2:

- Time out in classroom

Step 1:

- Verbal warning and rule reminder x 2

Essential Skills 1-9 occur prior to step 1

Targeted Behaviour Support (Small Group or Individual)

Some students can be identified who would benefit from having specific, targeted support can be identified from One School data. They can be supported in the following ways:

- Use of Student Monitoring cards and Individual Behaviour Plans
- 'Time Out' for minor problem behaviours in the playground where children are provided with an opportunity to re-learn and be re-taught expected behaviours
- Eating area for students identified as needing closer supervision and teaching of appropriate eating behaviour.
- Social Emotional Programs for identified groups of students as well as individual support for children and families can be provided on an "as needed" basis.
- External providers offer programs that can be accessed by the school if needed

Current Programs include:

Chaplaincy
Rock and Water Program
Guidance Officer Support
HOSES support
Anglicare Youth services support

Intensive Individual Behaviour Support

Alpha Student Support Team
Alpha State School is committed to educating all students, including those with the highest support needs. We recognise that students with highly complex and challenging needs comprehensive, intensive, individualised systems of support.

Alpha's Student Support Team:

- works with other staff members to develop appropriate support strategies and initiates referrals to external agencies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and, if necessary, accesses external support such as the PLC Behaviour Support Team.
- actively involves parents in devising the type of support being offered

The referring teacher contacts parents and the support team and begins the assessment and support process. The Support Team includes a representative from the school's administration and can include individuals from other external agencies such as staff from the PBL team.

Alpha State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience pre-determined and appropriate consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Three One School referrals for Minor problem behaviour requires further intervention, follow up and support e.g. through a referral to the Student Support Team or to Admin for additional support and intervention.

Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

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

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

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

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Alpha 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 being comprised or 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, which will be followed up with official written documentation and record keeping.

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

Network of Student Support

Students at Alpha 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
- School Guidance Officer
- School Chaplain
- School Based Police Officer (Adopt-a-Cop)
- Advisory Visiting Teachers
- Complex Case Officers
- PBL coaches and mentors
- HOSES (Based at Barcaldine SS)

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

- Disability Services Queensland
- Anglicare
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- RAI (Lifeline)
- Barcaldine Regional Council
- Bush Kids

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.

Alpha 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 behaviour to the most severe behaviour
- 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 considerations appropriate to their learning and/or impairment needs

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

Endorsement

_____	_____	_____
Principal	P&C President or	Regional Assistance Director

Effective Date: 1 July - 2016

Appendix 1

RIGHTS AND RESPONSIBILITIES OF MEMBERS OF OUR SCHOOL COMMUNITY

Our School Code of Conduct is based on the principles that are essential for the creation of a Supportive School Environment.

1. All members of the school community (students, staff & parents) understand and accept that certain kinds of behaviour are expected.
2. Each person should be treated fairly and they have both Rights and Responsibilities.
3. The school community accepts that when Rights are infringed or Responsibilities not accepted, there needs to be appropriate actions or consequences

RIGHTS	RESPONSIBILITIES
OF ALL IN THE SCHOOL COMMUNITY	
• To be treated with respect, courtesy and fairness. • To be given equitable opportunities within the school community. • To have their personal views considered and respected. • To have a safe/secure environment for self and property.	• To demonstrate respect, courtesy and fairness to all and to behave in a way that creates respect in the community. • To listen to and consider others' viewpoints, refraining from unfair criticism and put-downs. • To act in a manner that promotes the safety of all members of the school community and their property. • To demonstrate responsible use and care of school facilities and equipment.
OF THE STUDENTS	
• To receive opportunities to develop socially, emotionally and academically. (Including decision-making and responsibility) • To have a safe, well-resourced and maintained learning environment unhindered by the action of others. • To be free from disruption in the learning process.	• To be punctual and co-operative, completing work and participating at school without interfering with others. • To be actively involved in school activities • To accept responsibility and consequences for their own actions (positive and negative) • To treat others with consideration, helping them feel accepted and safe, and ensure that they do not tease, bully, hurt or threaten others or their property. • To set a positive example for others
OF THE STAFF, HELPERS and VISITORS	
• To be able to perform their duties in the school without disruption. • To have access to, and be supported in the use of appropriate behaviour management strategies • To expect appropriate student and parent input into decision making. • To be informed of needs or circumstances that may affect a child's education. (appropriate to role) • To have access to adequate resources, facilities, and professional development and support to facilitate effective performance of their role.	• To provide teaching/learning experiences designed to promote student development. • To provide a supportive, encouraging learning environment with clear guidelines/expectations. • To consistently implement school policies and programs. • To monitor, record, reflect, review and revise professional practices, procedures and strategies to ensure they remain current. • To provide opportunities for consultation with parents and students. • To be aware of specific needs/circumstances that may impact on a child's education. (role appropriate) • To avail themselves of appropriate Professional Development. • To make your provision of service to the school, well organised and informed. • To abide by EQ's Code of Conduct. • To be an appropriate role model for students.
OF PARENTS/CARERS	
• To be accepted as the major influence in their children's learning/development. • To expect that their children will be provided with an environment conducive to learning with consistent approaches to codes of behaviour throughout the school. • To be kept informed about their children's education and behaviour. • To be considered a valued part of the school community.	• To provide students with a supportive home environment including encouraging healthy study habits which support school activities appropriate to their child's development. • To set clear guidelines and expectations for their children. • To provide an appropriate social and moral role model for their children. • To advise staff of any special needs or circumstances which may affect their children's education? • To work in partnership with the school to assist their children overcome learning/behaviour difficulties. • To support the implementation of the school's Behaviour Management program. • To express themselves in a socially acceptable/responsible manner.

Appendix 2

THE USE OF PERSONAL TECHNOLOGY DEVICES* AT SCHOOL

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in 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 to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed in at the Office as soon as the student arrives at school. Students can collect these devices from the Office at the end of the school day.

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 Alpha State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated

to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] 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 children), 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 Principal.

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player, mobile telephones, IPods®) and devices of a similar nature.*

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

Appendix 3a

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBER BULLYING)

Purpose

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

2. There is no place for bullying in Alpha State School. Research indicates that both those being bullied and those who bully are at risk of 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 Alpha 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 Alpha State School there is broad agreement among students, staff and parents that bullying is an 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 responses 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 Alpha 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 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
    - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
    - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
    - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. 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 Alpha 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'.

Appendix 3b

ADDRESSING BULLYING - GUIDELINES FOR THE SCHOOL COMMUNITY.

There are responsibilities for all members of the school community.

- **Students**
  - Need to follow the steps on the 'Procedures for Students to Follow' Plan (below).

- **Staff**
  - Need to listen carefully and find out exactly what is happening.
  - Need to monitor the situation carefully.
  - Keep records.
  - Work with the parents and students to make a joint strategy. (What will you do? What will the school do?)
  - Work to build the self-esteem of both parties.
  - Remain calm. Encourage other parties to do the same.
  - Talk about the big picture. Work to desensitise students to "words".
  - Explain that *violent reactions* do not help, and may put them in the wrong.

- **Parents**
  - Need to listen carefully and find out exactly what is happening.
  - Keep records. It is not enough to say, "X has been bullying my child." The school needs dates, words said, actions etc. if it is to respond appropriately. (Bullying is not a "once off" but a pattern of behaviour)
  - Remain calm but supportive. Don't get angry and ring school until you are sure you know **all** of the circumstances. Then make an appointment to see the appropriate person.
  - Be prepared to work out a joint strategy with the school. (What will you do? What will the school do?)
  - Work to build your child's confidence and self-esteem. (E.g. Spend time with them in favourite activities, praise them for achievements, avoid negatives, if something goes wrong focus on reminding them that they are a good person – it is the happening or behaviour that is wrong/bad – in the big picture, the happening is probably fairly minor).
  - Foster friendships.
  - Demonstrate calm, considerate ways to handle problems.
  - If hurtful words were used, help your child to be "desensitised" by talking about how silly it is to be upset by just a word.
  - Offer advice about ways to "deflect" bullying, such as non-committal replies. Whatever you do, don't advise a **violent response**. This will only make the situation worse, and could put your child in the wrong.

Appendix 3c

PROCEDURES FOR STUDENTS TO FOLLOW - BULLYING

ARE YOU BEING BULLIED?

Remember, Bullying is conscious persistent threatening behaviour – not an isolated incident.

Ignored, teased or threatened?

Pushed, hit or kicked?

YES

S*olve it by yourself*

A*sk a friend*

F*ind a teacher*

Can I deal with this problem using our 4 steps?

1. **Ignore/walk away/talk to someone else.**
2. **Tell them nicely that you don't like what they are doing. Tell them to stop.**
3. **Ask a friend to support and witness the problem.**
4. **Ask a teacher to help sort out the problem.**

NO

Tell someone who will care:

⇨Trusted adult

⇨Teacher

What Else Can I Do?

TO AVOID BULLYING:

⇨Examine own behaviour.

⇨Network of friends.

TO DEAL WITH BULLYING:

⇨Ignore it.

⇨Walk away.

⇨Don't give them satisfaction.

Appendix 4a

WORKING TOGETHER TO KEEP ALPHA SS SAFE
(Student information on and consequences for having knives at school)

We can work together to keep knives out of school. At Alpha 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 as per the Responsible Behaviour Plan; for Students at Alpha State School, this may involve a School Disciplinary Absence i.e. Suspension.
- 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 Alpha SS 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 4b

WORKING TOGETHER TO KEEP ALPHA SS SAFE
(Parent information on and consequences for having knives at school)

We can work together to keep knives out of school. At Alpha 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 knifes 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 which may include Suspension or 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 Alpha 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.

Appendix 6

ALPHA SS BEHAVIOUR LEVELS – DETAILED INFORMATION

	LEVEL 1	WARNING LEVEL	LEVEL 2	LEVEL 3	LEVEL 4
REASONS FOR BEING ON THIS LEVEL	* You are being co-operative. * You respect the rights of others. * You try to work to the best of your ability. * You respect the school behaviour expectations of Respect, Responsibility, Learning and Safety.	* You are not being co-operative. * Some of your teachers are concerned about your behaviour or effort inside and/or outside the classroom. * You are not respecting the rights of others. * You are not working to the best of your ability. * You are not respecting the school behaviour expectations.	* You are continuing not being co-operative; you are causing problems in the classroom and/or around the school. * You have not followed the school behaviour expectations.	* There has been no improvement in your behaviour or effort. * You have not been able to do enough about your inappropriate behaviour to show improvement. * You have continued to violate the school behaviour expectations.	* Your behaviour is unacceptable and has not improved. * You are displaying some Major Problem behaviours * Ongoing infringements of the school behaviour expectations.
BEHAVIOUR WHICH MIGHT BE SHOWN	You will be rewarded for: * Attentive listening. * Being prepared. * Completing all homework tasks on time. * Completing all school work tasks on time. * Considering and respecting others. * Using manners. * Consistently trying to achieve your best. * Accepting others' differences. * Being helpful to staff and other students. * Showing initiative. * Appropriate actions which uphold the school's values and beliefs. * Displaying leadership. * Displaying sportsmanship. * Displaying improvement.	* Minor Problem behaviours	* Moderate Minor Problem behaviours * Failure to improve warning level behaviours	* Failure to improve Level 2 behaviour. * Chronic Persistent Minor Problem behaviours	* Failure to improve Level 3 behaviour. * Major Problem behaviours
WHAT HAPPENS TO STUDENTS AT THIS LEVEL	* You will develop a good reputation in the school community. * You may participate in all school activities.	* You will be spoken to about your inappropriate behaviour and you will be offered suggestions to correct this. * You may receive an appropriate consequence for your actions, e.g. your	* You will be spoken to about your inappropriate behaviour and you will be given ways to correct this. * You will receive appropriate consequences for your actions, e.g.	* You will be spoken to about your inappropriate behaviour and you will be given ways to correct this along with clear expectations for improvement by yourself.	* You will be spoken to about your inappropriate behaviour and you will be given ways to correct this along with clear expectations for improvement by yourself.

<table>
<tr>
<td></td>
<td>* You may receive various rewards, e.g. stickers, Student of the Week etc.
* You can participate in Reward Day activities at the end of the Term.
* Your parents will be notified of your good behaviour.</td>
<td>desk may be moved within your classroom, time out from a game etc.
* You and your parents will be notified.
* You will remain on this level throughout the day of the inappropriate behaviour.
*You are still eligible to participate in Excursions, extra school activities, representative sports etc. throughout the term however teachers will be taking into consideration past behaviour during the year and as long as you have not received 5 or more Yellow warning behaviour notifications in the term.
* You are still eligible to participate in Reward Day activities at the end of the Term as long as you have not received 5 or more Yellow Warning Behaviour.
* Yellow Behaviour level warnings need to be entered on OneSchool.</td>
<td>loss of classroom rewards, loss of playground play etc.
* You and your parents will be notified.
* Your on-going behaviour will be monitored and if appropriate improvements are evident you will move back to Level 1 after a minimum of a one week period.
*You are still eligible to participate in Excursions, extra school activities, representative sports etc. throughout the term however teachers will be taking into consideration past behaviour during the year and as long as you have not received 2 or more Orange warning behaviour notifications in the term.

* You are still eligible to participate in Reward Day activities at the end of the Term as long as you have not received 2 or more Orange Level 2 Behaviour.</td>
<td>* You will receive appropriate consequences for your actions as determined by the Principal.
* You and your parents will be notified of your behaviour.
* Your parents will be required to attend a meeting with you and the Principal.
* Your on-going behaviour will be monitored and if appropriate improvements are evident you will move back to Level 1 after a period determined by the Principal.
*You are still eligible to participate in Excursions, extra school activities, representative sports etc. throughout the term however teachers will be taking into consideration past behaviour during the year and as long as you have not received a Blue warning behaviour notification.
<u>* You are no longer eligible to participate in Reward Day activities at the end of the Term.</u></td>
<td>* You will receive appropriate consequences for your actions as determined by the Principal.
* You may be Suspended from the School for an appropriate time. (SUSPENSION).
* You may be Recommended for Exclusion from Alpha SS (EXCLUSION).
* You and your parents will be notified of your behaviour.
* Your parents will be required to attend a Re-Entry meeting with you and the Principal. At this meeting an Individual Student Behaviour Plan will be negotiated or modified if one already exists for you.
* Your on-going behaviour will be monitored and if appropriate improvements are evident you will move back to Level 1 after a period determined by the Principal.
<u>* You are no longer eligible to participate in Reward Day activities at the end of the Term.</u></td>
</tr>
<tr>
<td>OPERATION</td>
<td><table><tr><th>Administered By</th><th>Managed By</th></tr><tr><td>* All Staff.</td><td>* All Staff.
* Students.</td></tr></table>
* Student of Week handed out at Assembly each week and noted in One School as a positive behaviour record.</td>
<td><table><tr><th>Administered By</th><th>Managed By</th></tr><tr><td>* Class Teachers.
* Other Staff in consultation with Class Teacher.
* Staff member on playground duty.
* Principal.</td><td>* All Staff.
* Students.</td></tr></table>
* Staff member administering Yellow Warning Behaviour Card to report student details to Principal (or delegate) & Class Teacher for monitoring purposes where it will be recorded for future reference.</td>
<td><table><tr><th>Administered By</th><th>Managed By</th></tr><tr><td>* Class Teachers in consultation with Principal.
* Staff member on playground duty in consultation with Principal.
* Principal.</td><td>* All staff
* Students.</td></tr></table>
* After consultation with Principal (or delegate), Staff member administering Orange Level 2 Behaviour to note in One School as a behaviour incident.</td>
<td><table><tr><th>Administered By</th><th>Managed By</th></tr><tr><td>* Class teachers
* Principal</td><td>* All staff
* Students.
* Parents.
* Support Staff.</td></tr></table>
* Class Teacher or Principal administering Blue level Behaviour to note in One School as a behaviour incident.</td>
<td><table><tr><th>Administered By</th><th>Managed By</th></tr><tr><td>* Principal.</td><td>* Principal.
* Students.
* Parents.
* Support Staff.</td></tr></table>
* Principal (or delegate) administering Red Level 4 Behaviour notification in One School as a behaviour incident and complete associated student and parent letters if Suspension or Recommendation for Exclusion are used.</td>
</tr>
</table>

Appendix 5a

Schoolwide Expectations Teaching Matrix

	ALL AREAS OF SCHOOL	CLASSROOMS	PLAYGROUND/ PLAYGROUND EQUIPMENT	TOILETS	IN AN AUDIENCE	NON TEACHING TIME (BEFORE SCHOOL, AFTER SCHOOL, TRANSITIONS, EATING TIME, BUS AND GATE DUTY)
RESPECT	• Use equipment appropriately • Follow instructions straightaway • Use polite and appropriate language • Respect others' personal space and property • Clean up after yourself • Wait your turn • Walk quietly and orderly so others are not disturbed	• Hand up, wait to talk • Follow staff instructions • Be a good listener • Respect others' right to learn	• Play fairly – take turns, share, invite others to join in • Care for the environment • Respect younger users	• Stay in own cubicle • Leave others alone	• Standing quietly and facing the front during the National Anthem – hats off • Listening to all speakers/ performers • Responding in the accepted way • Sit quietly • Eyes and ears on the speaker	• Remain seated while eating • Follow staff instructions during eating time and transitions • Wait to be dismissed • Only touch your own belongings (bags, bikes)
RESPONSIBILITY	• Put rubbish in bins provided • Wear correct school uniform • Report problems to an adult • Care for school, own and others' property • Be a helpful bystander • Be on time	• Have materials ready • Complete set work	• Help others where needed • Be responsible with play and sporting equipment • Play in designated areas • Return borrowed equipment • Report issues to staff on duty	• Use toilets in break times • Use toilet only for toileting •	• Set a good example for younger students •	• Return lunch box to school bag to take home daily • Hand up and follow staff instructions when bell sounds • Have your name marked on the bus roll • Leave school promptly
LEARNING	• Have a go • Be ready • Know and follow school routines • Stop, look and listen	• Hands up for help • Keep desk and work area tidy • Keep work neat and tidy (follow bookwork expectations) • Take an active role in classroom learning	• Learn and follow agreed game rules		• Participating in the right way • Speaking confidently to the audience when on stage • Clap appropriately	• Know the eating routine
SAFETY	• Straight there, straight back • Hats on outside • Walk on hard surfaces safely • Stay in school grounds • Hands, feet, mouths and objects to self • Bags and equipment stored in racks/ lockers • Walk safely around school grounds	• Stay in class • Sit on chair safely (all legs on the floor) • Inside walking	• Use equipment safely • Stay in your area	• Wash hands with soap after toileting • Flush toilets after use	• Remain with your class • Sitting still • Taking care around stage or equipment • Remain seated until dismissed	• Wait in designated areas before and after school • Arrive to class promptly • Leave class promptly • Stay in eating area • Eat your food (only from your lunchbox) • Walk to and from school using the little gate (push bikes)

Appendix 5b

Alpha State School EFFORT AND BEHAVIOUR MATRIX

	A	B	C	D	E
	EXCELLENT	**VERY GOOD**	**SATISFACTORY**	**NEEDS ATTENTION**	**UNACCEPTABLE**
	Independently and consistently:	**Consistently:**	**Usually:**	**Sometimes:**	**Rarely:**
EFFORT	• remains on task • remains focused • applies effort and aims for mastery/ extension work • completes set tasks • seeks and uses teacher feedback/assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly	• remains on task • remains focused • applies effort and aims for mastery/ extension work • completes set tasks • seeks and uses teacher feedback/assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly	• works independently without distracting others • applies effort and works to full potential • completes set tasks • seeks and uses teacher feedback/assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly	• works independently without distracting others • applies effort • completes set tasks • seeks and uses teacher feedback/assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly	• works independently without distracting others • applies effort • completes set tasks • seeks and uses teacher feedback/assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly
BEHAVIOUR	• interacts appropriately in the playground • cooperates within a group in the classroom • shows respect and consideration for staff and students • shows empathy to others • actively discourages bullying behaviours • takes turns, shares things • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change/ is resilient • demonstrates the school values and expectations of Respect, Responsibility, Learning and Safety	• interacts appropriately in the playground • cooperates within a group in the classroom • shows respect and consideration for staff and students • shows empathy to others • actively discourages bullying behaviours • takes turns, shares things • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change/ is resilient • demonstrates the school values and expectations of Respect, Responsibility, Learning and Safety	• interacts appropriately in the playground • cooperates within a group in the classroom • shows respect and consideration for staff and students • shows empathy to others • actively discourages bullying behaviours • takes turns, shares things • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change/ is resilient • demonstrates the school values and expectations of Respect, Responsibility, Learning and Safety	• interacts appropriately in the playground • cooperates within a group in the classroom • shows respect and consideration for staff and students • shows empathy to others • discourages bullying behaviours • takes turns, shares things • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change/ is resilient • demonstrates the school values and expectations of Respect, Responsibility, Learning and Safety	• interacts appropriately in the playground • cooperates within a group in the classroom • shows respect and consideration for staff and students • shows empathy to others • discourages bullying behaviours • takes turns, shares things • uses humour appropriately • uses positive language • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change/ is resilient • demonstrates the school values and expectations of Respect, Responsibility, Learning and Safety

Appendix 7

Identifying Behaviours of Concern – Alpha P – 10 State School

	MINOR		MAJOR	
Behaviour	**Definition**	**Examples**	**Definition**	**Examples**
Bullying/ Harassment	**Student engages in low level, repeated behaviour intended to annoy, bother or belittle others.**	• Excluding others • Insults • Teasing • "Go away, we don't like you" • "You play like a girl"	**Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.** **Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes and those based on the criteria above.**	• Sexual comments/ pictures intended to intimidate • Verbal and physical threats to harm another person • Inappropriate touching of others • Encouraging/ instigation others to fight • Forcing another student to hand over money/ objects/ personal items • Repeated and/or escalating verbal abuse
Defiant/ Threat/s to adults/ others	**Refusal to follow adult directions (or comply with redirection)**	• Aggressive body language • Verbal taunts • Written taunts	**Repeated and defiant refusal to follow adult directions**	• Yelling/ hostility at an adult and refusing to follow instructions

	Student threatens to harm others (low likelihood of it being carried out)		**Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult** **Student threatens an adult when given a direction** **Student threatens with the intention of causing physical or emotional harm to others in a more aggressive manner**	• Abusive/threatening language or gestures towards an adult • Repeated refusal to follow adult instructions • Encouraging/ Instigating others to fight/ involving others in instigation of fight • "I'll get you after school" • "You're dead" • Leaving class without permission • Continuing to walk away when an adult addresses you • Repeated back chatting • Walking away while being spoken to by an adult
Disruptive	**Low-intensity but inappropriate behaviour that disrupts or disturbs teaching and learning but does not result in**	• Inappropriate, non-related talking	**Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time**	• Sustained loud talking • Sustained out-of-seat behaviour that continually

	physical harm to self or others	• Talking over the teacher/ calling out • Playing with objects/ toys • Hiding from the teacher • Deliberately making distracting noises • Talking to others to distract from learning • Wandering around the room • Tapping pencils or other objects • Leaving chair without permission • Arriving at class unprepared – incorrect materials, unprepared to work • Throwing objects without intent		deliberately disrupts others • Constant noises with materials • Persistent calling out/ Yelling • Turning over furniture • Student does not respond to "ESCM" strategies
Dress Code	**Failure to comply with school dress standards**	• Wearing items that do not adhere to the	**Wearing of clothing that does not comply with expected standards of dress including**	• Inappropriate clothing on Free Dress Days

	Wearing items of clothing that are not part of the school uniform	school's dress code without a note from parent/ guardian • Wearing non-sun-safe clothing • Denim clothing • Hooded jumpers • Jewellery, make-up, hair adornments	**provocative, immodest, offensive or inappropriate clothing**	• Student refuses to comply with the school's dress code despite being offered assistance, including financial aid, to solve the problem • Wearing clothing displaying offensive, obscene language or imagery • Repeated breaching the school's dress code without parental note of explanation
IT misconduct	**Student engages in non-serious but inappropriate (as per Electronic Device Code of Conduct) use of personal or school technology**	• Sending inappropriate emails/ videos etc. • Using personal technology in class • Using mobile phone or electronic device in any part of the school at any time without authorisation	**Student engages in serious misuse of personal or school technology (as per the Electronic Device Code of Conduct)**	• Sending malicious emails, offensive video material etc. • Accessing or displaying pornographic material • Recording students (self or others) engaging in socially unacceptable behaviour

		• Refusal to turn off devices when requested • Refusal to follow school process regarding possession of personal technology at school		• Uploading recording of behaviour violations • Repeated use of personal technology in class, despite correction/ redirection
Late/ Tardy	**Arrives late at school or class without adequate reason** **Not in class at the appropriate time**	• Arrives after 9:00 a.m. • Arriving late to class after breaks/ class	**Arrives late repeatedly at school or class without adequate reason**	• Repeatedly arriving late after 9:00 a.m.
Lying/ Cheating	**Engaging in minor, low level, lying/ cheating** **Student delivers a message that is untrue and/ or deliberately violates rules**	• Starting stories • Sharing untrue, hurtful stories about other students • Copying work from others • Lying to an adult e.g. "The dog ate my homework" • Consistently cheating to win e.g. during a cricket game	**Student tells lies, spreads rumours, denies behaviour despite evidence** **Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage** **One or more students deliberately plagiarizes another's intellectual property with/ without permission**	• Spreading serious stories/ gossip, rumours about others with the intent to hurt or harm other's reputation • Plagiarism • Using technology to access information during tests • Submitting a similar/ same assignment as another • Cheating on exams

Misconduct involving an object	**Using objects in ways that are unsafe or could potentially harm others or self**	• Inappropriate throwing objects (stones/ sticks, balls) • Swinging or climbing on stairs or part of a building • Sliding on handrails	**Using objects, equipment as weapons with the intention of causing harm to self, others or property**	• Using a stick to threaten or risk harm to others • Using an object to cause injury to others
Non-compliant with routine/ Work refusal	**Brief or low-intensity failure to follow known routines and/ or respond to adult requests** **Not following class or school expectations and routines**	• Running on hard surfaces/ around buildings • Talking loudly while moving between classes • In the wrong place at the wrong time e.g. out of bounds areas • Talking while an adult is talking • Is slow to respond to adult requests • Saying, 'This is stupid', 'you can't make me', 'I'm not doing it' or 'I don't care'	**Repeated refusal to follow or comply with expected (and taught routines**	• Continuous refusal to participate in class tasks • Temper tantrums • Walking away • Verbal defiance • Ignoring direction to follow expected routine • Continued refusal to play fairly • Continued ignoring of addressing adult

		• Not following school routines associated with lining up, asking for help, entering a classroom, toileting and transition • Task avoidance/ refusal to complete set tasks • Doing activities rather than set learning tasks • Tasks not completed to appropriate level • Not wanting to take turns • Ignoring the addressing adult		
Other conduct prejudicial to the good order and management of the school/ unsafe behaviours	**Behaviours that have to potential to cause physical harm to self or others** **Unsafe or disruptive behaviour outside classroom**	• Lifting grates • Riding scooters/ bikes/ skateboards in the school grounds • Running on cement or around buildings	**Behaviours which endanger self or others** **Dangerous behaviour on school grounds** **Conduct that damages the school's good name – inappropriate major**	• Climbing on structures to an unsafe height • Repeated running along crowded corridors or concrete areas • Using equipment unsafely e.g.

	Movement around school not involving hurting anyone else	• Entering and being in 'out of bounds' areas • Climbing on the outside of the stair railing • Pushing to get in line • Sitting on the port racks • Playing ball games out of the designated areas • Running on stairs/ verandahs • Sliding down stair railings • Not playing school approved games	**problem behaviour while on excursions or in the community while in school uniform**	inappropriate use of gas ovens, power points, fans • Projectiles e.g. water bombs, egging, throwing objects • Spitting • Ongoing breach of minor behaviours • Climbing on top of roofs • Smoking outside the school while in school uniform • Repeatedly in 'out of bounds' areas • Harassment in toilets
Physical Misconduct	**Non serious, but inappropriate minor physical contact/ touching which does not result in injury**	• Pushing/ shoving • Inappropriate physical contact • Rough play and rough play that causes physical harm to others • Throwing objects/ food • Tripping others	**Actions involving serious physical contact where injury may occur** **Intent to cause injury, harm to others or threaten others** **Knowingly being present at a fight without making any**	• Fighting • Punching • Hitting with an object • Playing tackle football • Kicking • Scratching • Using or intent to use sharp/

		• Spitting on the ground	**effort to discourage it or inform a teacher, and/ or adding to it by inciting it by calling out encouragement to fight** **Relaying to others the message that a fight is to occur**	dangerous objects or weapon • Slapping/ Choking • Tackling/ slinging to ground • Hair pulling • Spitting at or on another • Dacking • Sexual contact
Prohibited Items/ Combustibles	**Student uses and shows other students non dangerous, prohibited items**	• Eating chewing gum • Disposing of chewing gum inappropriately	**Student uses/ shows to others – weapons, inappropriate published materials etc. on their person or contained within their property**	• Weapons • Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials
Possess Prohibited Items/ Combustibles	**Student found in possession of prohibited items (but not using them)**	• Water bombs • Chewing gum • Cigarette lighter/ matches in student's possession	**Student is in possession of substances/ objects capable of causing bodily harm or property damage/ presumed to be capable of causing bodily harm** **Students in possession of weapons, inappropriate published materials on their**	• Weapons • Spray cans/ Aerosols/ firecrackers • Inappropriate published/ downloaded pornographic materials/ how to construct illegal objects/ materials • Extremist materials

			person or contained within their property	• Gasoline/ Lighter fluid • Guns/ knives and other potentially dangerous items • Using an item to threaten/ cause harm
Property Misconduct/ Misuse/ Theft	**Taking someone else's property** **Low intensity misuse of property for a purpose for which it was not intended and does not cause physical harm to self or others** **Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm**	• Taking other's property/ work with or without permission (including intellectual property) • Breaking pencils/ rulers etc. • Ripping paper or work • Taking bags/ kicking bags • Wastage of materials/ throwing waste on the floor • Playing with scissors • Not storing items in their place	**Students participate in an activity that results in substantial destruction or disfigurement of property** **The acquisition of another's property without permission, being in possession of, having passed on or being involved in the removal of someone else's property with intent to permanently deprive** **Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property**	• Throwing rocks at people and buildings • Computer misuse • Graffiti/ Vandalism • Breaking classroom items with intent • Throwing desks/ chairs • Taking other's property/ removal of property from other's school bag • Letting tyres down • Deliberate sabotage of equipment or property •

		• Rough handling of equipment/ furniture • Scribbling/ writing in in • inappropriate areas • Hiding other's belongings	**Taking**	
Refusal to participate in program of instruction	**Student chooses not to engage in their program by passive actions; fails to do a set task or respond to instructions**	• Task avoidance • Refusing to bring required materials • Arms folded, head on desk • Walking away or around classroom • "You can't make me" • "I'm not doing this"	**Student repeatedly and defiantly refuses to comply with teacher requests to begin work/ tasks**	• Leaving class without permission • Continuing verbal defiance • Temper tantrums
Substance Misconduct involving illicit substance			**Student involved in process of consuming (past, present); dealing or in possession of drugs or paraphernalia**	• Any illegal drugs, brought into the school grounds • Attending school seemingly under the influence of drugs • Using mobile devices to contact

				others dealing in drugs
Substance misconduct involving tobacco and other legal substances			**Student involved in process of consuming (past, present); dealing or in possession of alcohol** **Student is in possession or assisting another student to access inappropriate legal substances**	• Alcohol • Tobacco • Prescription medication • Sniffing aerosols/ glues • Attending school seemingly under the influence of alcohol or drugs • Misuse of prescribed/ non prescribed medication
Teasing/ Taunting	**Low level inappropriate comments and/ or unwanted verbal or emotional advances**	• Encouraging/ supporting the wrong behaviour in others • Name calling		
Third minor referral	**Repeated problem behaviour despite staff support, correction and intervention**	• As per al minor behaviours listed • 3 minor referrals in a short period of time		
Truant/ skip class	**Student arrives late to class. Student fails to return within an acceptable time with approval**	• Leaving classroom without	**Unexplained absence with or without parental knowledge**	• Leaving class without permission – out of sight and

	Student in school grounds, but not in their timetables class	permission – in sight • Deliberate failure to return to class after an acceptable amount of time • Student wandering around school • Attending a non-timetabled class without permission • Hiding in toilet • Hiding in various other locations		not reporting to office/ Principal • Leaving school grounds during the day without permission • Repeated failure to attend scheduled classes • Repeated lateness/ early departures • Repeated absence from school with/without parent permission • Early departure without permission or signing out
Verbal Misconduct/ Abusive language/ profanity	**Student engages in low intensity repeated use of inappropriate language** **Low intensity instance of inappropriate language which is not directed at a person**	• Swearing when they make a mistake • Mumble obscenity when they make a mistake • Name calling • This is 'crap' • Talking back • Yelling at another student	**Swearing or curse words directed towards others in a demeaning, provoking or aggressive manner.** **Disrespectful messages and actions including negative comments based on gender, race, religion, and national origin, verbal attacks based on ethnic origin,**	• Swearing, use of abusive language at another person • Continued name calling • Deliberate use of offensive language in front of class • Discriminatory or racist remarks • Arguing with an adult

		• Disrespectful tone • Insolent response to instructions • Muted or inferred swearing • Calling out • Disrespectful response/ poor attitude e.g. 'whatever' • Swearing in the classroom e.g. 'This is sh..' and does not respond to re-direction • Conversational swearing • Talking over a teacher • Deliberately making distracting noises	**disabilities or other personal matters.** **Swearing or curse words directed towards others in a demeaning or provoking way.** **Repeated intentional use or inappropriate language**	• Aggressive language • Verbal/ racial taunts • Swearing at an adult • Verbal abuse/ directed profanity • Repeated name calling and personal attacks about self, peers and family members • Saying 'F… you' • Saying to an adult, 'F… off'
Other	**Student engages in any other minor behaviour which does not fall into the above categories**	• Rolling Eyes • Inappropriate hand gestures	**Student engages in any other major behaviour that does not fit into the categories above – staff using this area will specify the problem behaviour observed**	• Aggressive body language