



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Crescent Lagoon State School



Responsible Behaviour Plan for Students

Reviewed March 2017



The Code of School Behaviour

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Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Crescent Lagoon State School is located in West Rockhampton near the airport. The student population is from medium to low socio-economic backgrounds and includes a variety of ethnicities. Approximately 23% are indigenous students and 5% are in the care of the Department of Child Safety. The school prides itself on offering a safe environment for all students with a strong focus on learning and achievement, especially through music and sports.

Crescent Lagoon State School's Responsible Behaviour Plan for Students focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students to use positive and appropriate behaviours, which demonstrate respect for themselves and others and are acceptable within the community.

As well as identifying and reinforcing existing positive behaviours, our Plan focuses on teaching students to use positive behaviours and supporting them as they learn these skills. The plan acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a supportive environment incorporating the following characteristics:

- A shared philosophy
- Shared goals
- A team approach
- The shared acceptance, understanding and adoption of collaboratively developed processes supported by recent research (evidence based)
- Training and skill development for all staff, parents and caregivers working with students
- Support for families to understand, accept and adopt these processes in other settings

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.

2. Consultation and data review

Crescent Lagoon State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2016/17. A review of school data sets from 2013-2016 also informed the development process.

The Plan was endorsed by the Principal, Assistant Regional Director and the President of the P&C.

3. Learning and behaviour statement

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



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

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

- Be Safe
- Be a Learner
- Be Respectful.
- Be Responsible.

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

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

Universal behaviour support

Whole-school behaviour support

Our whole school approach provides a supportive learning environment through:

- open communication with the school community on *The Code of School Behaviour* and the school's Responsible Behaviour Plan for Students
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent/caregivers access to professional development, education or training
- managing incidents through clear and well-understood processes
- supporting students and building strong community relationships.

The crucial components of *Crescent Lagoon State School's* whole school approach to positive behaviour support is the Behaviour Level System (Appendix 1) and the implementation of our four School rules (Appendix 2) across all year levels in conjunction with a consistent approach to a whole of school approach to acceptable standards along with valuing the rights and responsibilities of teachers, parents/caregivers and students. This includes:

- using Explicit Instruction to teach students how to behave in accordance with the Four School Rules
- training all teaching staff (including Teacher Aides) in the Essential Skills for Classroom Management and implementing these skills in the classrooms
- Individual support profiles 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.
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3)

All staff members receive Professional Development in the Behaviour Level System, Essential Skills in Classroom Management, and the school rules, which is also promoted regularly to the community through the school newsletter. Student behaviours are monitored through fortnightly Behaviour Team meetings which include Representative classroom teachers, the Deputy Principal and the Behaviour Teacher.



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Use of Electronic Equipment Policy

Mobile phones, ipods, MP3 players and other similar equipment is not be brought or used at school. If a parent believes their child requires a mobile phone at school it is to be signed in at the office at the start of the day and collected at the end of the school day. The school staff will not take responsibility for lost or stolen electronic equipment. Students who are found with electronic equipment will have it sent to the Office for the day, or confiscated for a week on a repeat occurrence and the parents/guardians informed.

Other items not to be brought to school

Education Queensland believes that:

- Every student has the right to feel safe and be safe at school
- No knives or other dangerous objects are allowed to be taken to school by students, (eg. bullets, slingshots)
- 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

As this is an illegal act the student will have the weapon confiscated, parents/guardians and police informed, and there is likely to be suspension depending on the circumstances as per the Major Behaviours guidelines.

Targeted behaviour support

All staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Behaviour meetings and Student Support Meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher and administration as necessary.

Strategies used for targeted behaviour support include:

Acknowledgement Plan	<ol style="list-style-type: none"> 1. Non-verbal; Body language encouraging 2. Verbal; Descriptive encouraging; Praise 3. Visual representation of feedback; e.g. Sign work; tick work; draw star on paper; sticker
Correction Plan	<ol style="list-style-type: none"> 1. Selective attending 2. Redirect to the learning 3. Redirect, offer of teacher assistance 4. Give take-up time, use peripheral vision to monitor 5. Give 1st choice then follow through 6. Give 2nd choice then follow through 7. Implement School's Responsible Behaviour Plan for Students
Crisis Plan	<ol style="list-style-type: none"> 1. Observe for danger 2. Seek assistance 3. Harm reduction for: <ul style="list-style-type: none"> • other students • focus student/s • self 4. Debrief 5. Restorative justice

Intensive behaviour support

Intensive behaviour support is required to support students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when



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less intensive support strategies or targeted behaviour support strategies have been used but have not fully met the student's learning support needs.

Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a Case Management Process. This may include:

- inclusion of parents/caregivers in all discussions
- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held fortnightly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Teacher for Behaviour Support for consultation or support

5. Consequences for unacceptable behaviour

Crescent Lagoon 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 predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An Office referral form is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The



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staff member then fills out the office referral form and has the student escorted to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to the Behaviour Team

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Strategies to implement supportive, fair, logical and consistent consequences include:

Step 1: Classroom Management

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

Step 2: Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

Step 3: Time Away/Time Out

The student is sent to a different part of the current classroom, another classroom or a different area, to complete appropriate set work, until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

Step 4: Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers may be contacted at this stage. If additional support is required to implement the plan, the teacher will make a referral through a Behaviour Report Advice to the Principal or Deputy Principal, who will then follow up with the Behaviour Teacher through the Student Support Committee.

Step 5: School Intervention and Recording of Student's Inappropriate Behaviour

The student is referred to the Principal or Deputy Principal and in partnership with the teacher and parent/caregiver the school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded on One School.

Step 6: External Assistance

A behaviour assessment or report is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.



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Step 7: Monitoring and Review

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

Step 8: Suspension Procedures

After all consideration has been given to other responses Student Disciplinary Absence may be used. This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences* through OneSchool.

Step 9: Proposal to Exclude

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences* as per the attached Flow Chart and through One School.

Step 10: Recommendation to Exclude

The amended Education (General Provisions) Act 2006 came into effect in 2010 giving principals the power to exclude students from their school. Principals are now required to make decisions about the exclusion of students from their school unless it is inappropriate for them to do so. If it is inappropriate for a principal to make the exclusion decision, the decision can be referred to the principal's supervisor. The OneSchool Behaviour Module and template letters have been changed to allow for principal exclusions. Regional case managers are now appointed for students who are proposed or recommended for exclusion.

Bullying and harassment

Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status. A separate Procedures for Preventing and Responding to Incidents of Bullying (Including Cyber bullying) Policy is attached. (Appendix 5)

6. Emergency responses or critical incidents

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.

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).



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Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident



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- 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 in One School
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).

Checklist for Critical Incident (CI)

- Formation of a crisis response team.
- Identification of the emergencies/incidents covered by the CIP and cross reference to other school policies where appropriate.
- Assessment of relevant risks and hazards (both potential and actual).
- Procedures to secure safety of individuals and groups.
- Procedures for evacuation and lockdowns.
- Site maps, floor plans, identification of assembly areas and alternative assembly areas.
- Tasks and roles to be fulfilled and the nominated position (rather than a specific person) to be responsible.
- How information will be gathered about any local threats.
- Identification of individuals with particular needs (eg those with mobility problems or the need for medication) to be accommodated.
- Contact details for emergency, medical and other support personnel, relief staff and so on.
- Contact details for parents and guardians

7. Network of student support

The school is able to access support both within Education Queensland and through the community. An outline of some of these includes:

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> ▪ Guidance Officer ▪ Support Teacher: Students With Disabilities ▪ Support Teacher: Literacy & Numeracy ▪ Student Support Committee ▪ Behaviour Committee ▪ Chaplain 	<ul style="list-style-type: none"> ▪ Senior Guidance Officers ▪ Access to Behaviour Management Funding ▪ Behaviour Management Team ▪ Positive Learning Centre ▪ Management of Young Children Program 	<ul style="list-style-type: none"> ▪ Department of Child Safety ▪ Juvenile Aid Bureau ▪ Police Liaison Officer ▪ Qld Health Services (Nurse) ▪ Adopt-a-Cop

8. Consideration of individual circumstances

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for Students vary according to a number of factors which may include:



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- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

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 will be considered at all times.

9. Related legislation

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

10. Related policies

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

11. Some related resources

<http://www.bullyingnoway.com.au/issues/types.shtml>

Endorsement

Lesley Andrews
Principal

Scott Matthews
P&C President

Trudy Graham
Assistant Regional Director

Date effective:

from to



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APPENDIX 1

Crescent Lagoon State School

Learning ▪ Relationships ▪ Diversity

Behaviour Level Tracking System (Year 2 –6)

Education Queensland's Code of School Behaviour stipulates a Responsible Behaviour System be adopted for all schools. Crescent Lagoon State School's Behaviour Level System aims to track student progress while at the same time motivate students to maintain and improve their behaviour choices. Students value recognition for responsible and positive behaviour. They also recognise fair and consistent consequences. This system provides both by encouraging students (with support) to take responsibility for the own movement through the five (5) levels. A committee of teaching and administration staff meet fortnightly to monitor movements of students through Behaviour Level Tracking System.

Level	Explanation of Levels
Gold	Gold level students have demonstrated highly responsible behaviour and participate in both school and community service.
Silver	Silver level students have demonstrated very responsible behaviour and participate in school service.
Green	All students enter the system at this level. Green level students have demonstrated responsible behaviour and usually follow school rules. They may have been referred to the office on occasion however demonstrate responsible behaviour and actions on re-entry into the classroom.
Amber	This level includes students who have had frequent behaviour reports and/or detention referrals. Behaviour demonstrated may be deemed critical. Students who have returned from suspension and have operated for two weeks on Red Level also fit into this category. These students will be on a negotiated Responsible Behaviour Plan for a fortnight. At the end of the fortnight students who have met the criteria will move up to Green Level through the completion of a Level Up form. Those who have not will be required to review their Responsible Behaviour Plan for another fortnight. Due to the level of risk, students on Amber Level will need the permission of the Principal or Deputy Principal to engage in school representative duties, interschool sports, school dances, excursions, camps etc.
Red	These students have demonstrated behaviours that put the safety and learning of themselves and others at risk. Continual interventions have failed to encourage the student to act responsibly. Alternatively, critical, serious or dangerous behaviour exhibited by students on any level will result to moving to Red Level. Students will be placed on a negotiated Responsible Behaviour Plan for two weeks. At the end of the fortnight students who have met the criteria will move up to Amber Level. Those who have not will be required to review their Responsible Behaviour Plan for another fortnight. All students returning from suspension return to school on red level to commence work on their Re-Entry program. Due to the level of risk, Red Level students will not participate in school representative duties, interschool sport, school dances, excursions, camps etc.



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Student movement through Level System

Level Up:

Upward movement is determined by considering student 'Level-Up' applications. Students on Red or Amber level must successfully complete their Responsible Behaviour Plan before they are eligible to Level Up. Steps to Level Up are the same for all levels. They are as follows:

1. Student completes a 'Level Up' form (these are available from their classroom teachers)
2. Classroom Teacher and one other teacher must sign the form.
3. Student submits form to the Behaviour Management Committee.
4. Behaviour Management Committee makes decision at their fortnightly meeting.
5. Classroom Teacher informs student of decision. If successful, Classroom Teacher contacts Parents/ Caregivers via Level Up letter.

Level Down:

Downward movement is determined by consideration of behaviour report forms completed by staff members and presented to the Principal or Deputy Principal.

Serious, Critical or Dangerous Behaviour

1. Staff record student inappropriate behaviour and refer student to the Principal or Deputy Principal via Behaviour Report form.
2. Principal or Deputy Principal take action and refer the student to be moved to a Red Level.
3. Notification is provided to Behaviour Management Committee for confirmation of Level Down.
4. Administration / Classroom Teacher contacts Parents/ Caregivers via Level Down letter.

Repetitive Behaviour

1. Staff record student inappropriate behaviour and refer student to the Principal or Deputy Principal via Behaviour Report form.
2. Principal or Deputy Principal decide appropriate action (e.g. time out, detention, warning, counselling or return to class) and complete Behaviour Report Form.
3. Behaviour Report Form is returned to class teacher.
4. Class teacher files form and identifies repetitive behaviour patterns. If a student receives three (3) reports in a week the class teacher refers student to the Behaviour Management Committee for Level Down consideration.

Recognition of Positive Behaviours	
Gold Level	<ul style="list-style-type: none"> • Eligible to participate in all school events and activities • End of term celebrations (Term 1 and 4 – pool party and Term 2 and 3 sausage sizzle) • Newsletter acknowledgement • Gold wrist band and certificate • Freedom of movement across Year Level areas during lunch breaks.
Silver Level	<ul style="list-style-type: none"> • Eligible to participate in all school events and activities • End of term celebrations (Term 1 and 4 – pool party and Term 2 and 3 sausage sizzle) • Newsletter acknowledgement • Silver wrist band and certificate



Green Level	<ul style="list-style-type: none">• Eligible to participate in all school events and activities
SNAP Awards	<ul style="list-style-type: none">• SNAP Awards are given to students on a Weekly basis. Supervising staff give a SNAP Award when a child is observed doing the right thing. These go into a box and three names are drawn on the Weekly Parade and receive a surprise bag.

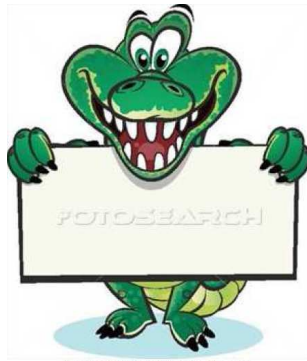
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APPENDIX 2

CRESCENT LAGOON STATE SCHOOL RULES



Be Safe
Be A Learner
Be Respectful
Be Responsible

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Cresso Croc Awards

Crescent Lagoon State School Rule Matrix



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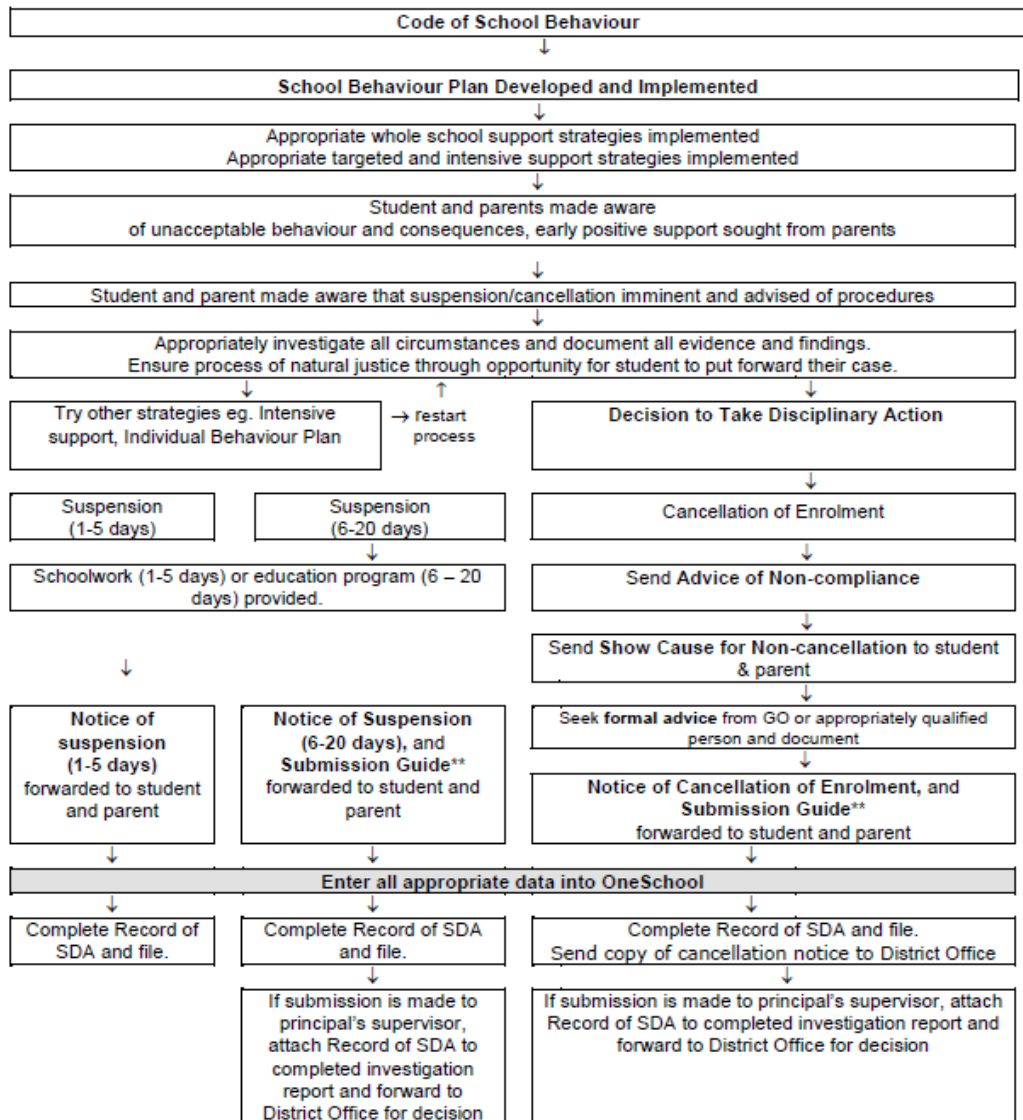
Setting / Rules	Be Safe	Be a Learner	Be Responsible	Be Respectful
All Settings	<ul style="list-style-type: none"> ▪ Remain calm ▪ Follow staff directions ▪ Report any problems ▪ Ask permission to leave any setting ▪ Keep hands and feet to self ▪ Wear appropriate clothing 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Be an active participant ▪ Give your full effort ▪ Be a team player ▪ Do your job 	<ul style="list-style-type: none"> ▪ Be honest ▪ Ask permission to leave the classroom ▪ Show courtesy and always use appropriate language ▪ Be on time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Follow adult directions ▪ Treat others the way you want to be treated ▪ Use polite language ▪ Be an active listener
Classrooms (including computer lab, resource centre,)	<ul style="list-style-type: none"> ▪ Maintain personal space ▪ Follow safety rules ▪ Stay in your seat unless directed by staff 	<ul style="list-style-type: none"> ▪ Listen actively ▪ Follow instructions ▪ Have a go ▪ Be prepared with correct equipment ▪ Be a team player ▪ Learn by mistakes 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest 	<ul style="list-style-type: none"> ▪ Follow staff directions in an appropriate manner ▪ Enter and exit room in an orderly manner ▪ Speak appropriately to others
Playground/ undercover area/oval	<ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment ▪ Stay in approved areas ▪ Use equipment for intended purpose 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Follow established game rules ▪ Take turns 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat
Around the buildings	<ul style="list-style-type: none"> ▪ Practise safe habits ▪ Keep hands and feet to self 	<ul style="list-style-type: none"> ▪ Arrive to class on time with required equipment 	<ul style="list-style-type: none"> ▪ Put rubbish in bins ▪ Respect the personal space of others <ul style="list-style-type: none"> ▪ Move safely in single file 	<ul style="list-style-type: none"> ▪ Walk quietly so others can continue learning ▪ Rails are for hands ▪ Keep passage ways clear at all times
Eating area	<ul style="list-style-type: none"> ▪ Sit to eat lunch ▪ Stay in your seat unless directed by staff 	<ul style="list-style-type: none"> ▪ Use proper manners 	<ul style="list-style-type: none"> ▪ Eat only your food ▪ Put rubbish in bin 	<ul style="list-style-type: none"> ▪ Wait for teacher to dismiss ▪ Eat only when seated in the eating area
Toilets	<ul style="list-style-type: none"> ▪ Observe hygienic practices ▪ Report safety hazards 	<ul style="list-style-type: none"> ▪ Return to class promptly 	<ul style="list-style-type: none"> ▪ Use toilets during breaks ▪ During class time, ask teacher for permission 	<ul style="list-style-type: none"> ▪ Respect privacy of others
Off Campus (eg. Sport, excursions, representing school in public)	<ul style="list-style-type: none"> ▪ Follow staff directions ▪ Report any problems ▪ Ask permission to leave any setting ▪ Keep hands and feet to self 	<ul style="list-style-type: none"> ▪ Return permission forms ▪ Be prepared 	<ul style="list-style-type: none"> ▪ Be a good role model ▪ Be an active participant ▪ Show respect ▪ Wear appropriate clothing 	<ul style="list-style-type: none"> ▪ Demonstrate an appreciation of the activity ▪ Show respect, courtesy and manners to others in wider community
Bus				<ul style="list-style-type: none"> ▪ Follow staff instructions ▪ Wait in under cover area inside the gate until directed to move to the bus



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APPENDIX 3

Principal's Action Flow Chart – Suspension, Cancellation of Enrolment



*A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion.

**In the event of suspension (6-20 days) or cancellation of enrolment, student or parent may send a submission appealing against the decision to the principal's supervisor.

Uncontrolled copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document.



	Area	Minor (More than 3 occurrences becomes Major)	Consequences	Major	Consequences
Be Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells 	<ul style="list-style-type: none"> Lesson – Be Safe Stop and walk again Practise during lunch break 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Lesson – Be Safe/Respectful Time out (designated area) Loss of equipment use 	<ul style="list-style-type: none"> Throwing objects Possession of weapons 	<ul style="list-style-type: none"> Confiscation Principal discretion Parental/carers contact
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Lesson – Be Respectful/ Getting Along Time out Apology 	<ul style="list-style-type: none"> Serious physical aggression Fighting 	<ul style="list-style-type: none"> Principal discretion
	Wearing of School Uniform	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	<ul style="list-style-type: none"> Lesson – Be Safe/Responsible/Organisation No play – sitting along fence in undercover area. No shoes – No Play. Sitting on veranda 	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	<ul style="list-style-type: none"> Principal discretion Parental/carers contact
	Health & Safety	<ul style="list-style-type: none"> Spitting on the ground or object Chewing gum or possessions of chewing gum 	<ul style="list-style-type: none"> Lesson – Be Safe/Respectful Cleaning of area and time out Confiscation of items 	<ul style="list-style-type: none"> Spitting on or at people/person 	<ul style="list-style-type: none"> Principal discretion Parental/carers contact
	Other	<ul style="list-style-type: none"> Bus lines – Approaching/boarding buses without permission from driver/staff Pedestrian – Crossing/running across road without permission 	<ul style="list-style-type: none"> Lesson – Be Safe Reprimand and informed of dangers Returned to interior of school to bus lines and made to wait Practise 	<ul style="list-style-type: none"> Possession or use of illegal substances Bus Lines - Continually approaching/boarding buses without permission from driver/staff Pedestrian – Crossing/running across without permission Continued failure to use pedestrian crossing 	<ul style="list-style-type: none"> Police contacted and informed Confiscation – Principals referral Parental/carers contact Principal discretion
Be Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks. Refusing to work 	<ul style="list-style-type: none"> Lesson – Be a Learner Lunch time support room Principal referral 	<ul style="list-style-type: none"> Not completing set tasks. Refusing to work 	<ul style="list-style-type: none"> Internal Suspension Principal discretion Parental/carers contact
	Being in the right place Ready and Organised	<ul style="list-style-type: none"> Not being punctual 	<ul style="list-style-type: none"> Student to make up time at lunch 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission 	<ul style="list-style-type: none"> Principal discretion Parental/carers contact
	Follow instructions	<ul style="list-style-type: none"> Failure to respond to adult request Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Lessons – Be Respectful Principal referral Time out (designated area) 	<ul style="list-style-type: none"> Continued non-compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Principal discretion Parental/carers contact
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Lesson – Be Respectful Time out (designated area) 	<ul style="list-style-type: none"> Major dishonesty 	<ul style="list-style-type: none"> Principal discretion Parental/carers contact
	Rubbish	<ul style="list-style-type: none"> Littering 	<ul style="list-style-type: none"> Clean up area Rubbish duty 		
	Recording Devices	<ul style="list-style-type: none"> Phones or digital devices used at break times 	<ul style="list-style-type: none"> 1st incident – Phone/MP3 confiscated 2nd incident – Phone/MP3 confiscated, parents notified 	<ul style="list-style-type: none"> Phones used by students during class time Failure to hand phone over Using for Inappropriate text Use of MP3 without prior approval from teachers Inappropriate use of a Personal Recording Device (Camera, tape recorder, mobile phone etc.) 	<ul style="list-style-type: none"> Repeat offender - Lunch hour detention, phone/MP3 left at office and only collected at end of day Continued offender – Loss of phone/MP3 privileges. Suspension Other disciplinary action depending on context
Be Respectful	Parade	<ul style="list-style-type: none"> Not respecting the National Anthem Not attending Parade (refusal) 	<ul style="list-style-type: none"> Lesson – Be Respectful Time out (designated area) 	<ul style="list-style-type: none"> Not respecting the National Anthem Not attending Parade (refusal) 	<ul style="list-style-type: none"> Principal discretion
	Public Events	<ul style="list-style-type: none"> Not showing respect whilst others speaking Not complying with instructions 	<ul style="list-style-type: none"> Lesson – Be Respectful Principal referral 		
	Language	<ul style="list-style-type: none"> Calling out Poor attitude Disrespectful tone Inappropriate language (Self cursing) 	<ul style="list-style-type: none"> Lesson – Be Respectful/ Be a Learner Rule reminders Time out (designated area) Class/activity removal 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity 	<ul style="list-style-type: none"> Principal discretion Parental/carer contact
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Lesson – Be Respectful Time out Principal referral 	<ul style="list-style-type: none"> Stealing / major theft Willful property damage – personal and private Vandalism 	<ul style="list-style-type: none"> Principal discretion Parental/ carer contact
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor teasing / harassment Spitting on ground or object 	<ul style="list-style-type: none"> Lesson – Be Respectful/Be a Learner/Be Responsible/ Be Safe Time out (designated area) Made to clean area 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance Spitting at person/people 	<ul style="list-style-type: none"> Principal discretion Parental/carer contact
Be a Learner	Computer	<ul style="list-style-type: none"> Inappropriate use of computers Playing games and not working Refusal to cease playing games 	<ul style="list-style-type: none"> Lesson – Be a Learner Asked to cease playing games Loss of computer time 	<ul style="list-style-type: none"> Inappropriate use of computers Playing games and not doing set work Refusal to cease playing games 	<ul style="list-style-type: none"> Principal discretion
	Participation	<ul style="list-style-type: none"> Poor attitude Non completion of work Minor attendance issues Non compliance 	<ul style="list-style-type: none"> Lesson – Be a Learner Time out (designated area) 	<ul style="list-style-type: none"> Aggressive language Verbal abuse / directed profanity Consistent refusal to complete work & participate Disruption to whole class 	<ul style="list-style-type: none"> Principal discretion Parental/carer contact
	Others	<ul style="list-style-type: none"> Minor disruption to class Minor defiance/Minor teasing / harassment 	<ul style="list-style-type: none"> Lesson – Be Respectful/ Be a Learner Time out (designated area) 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class/Blatant disrespect/ Major defiance 	<ul style="list-style-type: none"> Principal discretion Parental/carer contact

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

Purpose

1. Crescent Lagoon 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 Crescent Lagoon State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Crescent Lagoon 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 Crescent Lagoon State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

7. The anti-bullying procedures at Crescent Lagoon 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 4 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. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. 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 Crescent Lagoon 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'.
13. Crescent Lagoon State School uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.