Biloela State School’s

Responsible Behaviour Plan for Students
(based on The Code of School Behaviour: reviewed in 2013)

RATIONALE AND PURPOSE

All young Queenslanders have a right to a quality education and Biloela State School is committed to provisions to ensure all enrolled at this school receive a quality education.

The specific behaviour management procedures detailed in this plan are based on a broad social learning perspective of human behaviour, and how human behaviour might be altered. The procedures are also based on a commitment by staff to the direct teaching of appropriate social behaviour, in addition to their commitment to academic learning. The approach taken in selecting and implementing these behaviour management procedures rests on four theoretical principles: (See Appendix 1 for further elaboration)

1. Behaviour is learned
2. Frequency is more important than severity
3. Begin in the context where the problem occurs
4. Staff behaviour is critical

Many of the procedures in this plan are concerned with the reactive aspects of school discipline, i.e. strategies adopted by school staff in response to student behaviour. Of equal significance in regard to school discipline are the preventative aspects, such as the physical environment, school organisation, curriculum, school-community relationship, pastoral care arrangements etc. Careful consideration and planning is given to these aspects of school life – each contributes markedly to the prevention of school discipline problems and anti-social behaviour.

The school’s Bullying Prevention Strategy forms part of the Responsible Behaviour Plan for Students. Section 2 contains an appendix of supporting information and resources.

COMMUNICATION OF RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

This Plan will be included in enrolments packages, including translations for families for whom English is a second language. It will be accessible on the school’s website and upon request at the school’s office. All staff will have a copy and the content revisited regularly during staff meetings and relevant professional development. Face-to-face parent and community group meetings will provide another way in which our school community to learn about the Plan.

CONSULTATION AND DATA REVIEW

The Responsible Behaviour Plan for Students, including the Bullying Prevention Strategy, was reviewed, evaluated and updated during 2012, by students, staff and parents, through a series of consultations. Issues such as bullying, unacceptable behaviours and their consequences, suspensions and in-school processes were discussed.

SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING

The staff, students and parents at Biloela State School believe:

- All students have the right to learn
- All teachers have the right to teach
- Everyone has the right to be safe at school
- Everyone must show high regard for others through their words and actions
- Everyone must take responsibility for the care of the whole school environment
- Everyone must be responsible for their own behaviour

The School’s beliefs about behaviour and learning are embedded in the following school rules: CARS

School Rules

- **Communication:** We speak and listen with respect using good manners.
- **Attitude to Learning:** We give everyone a chance to teach and to learn without interruption.
- **Respect:** We treat others as we wish to be treated.
- **Safety:** We act in a manner that is safe to us and others.
Classroom management plan

An effective classroom management plan is an essential component of the whole-school behaviour management plan. The following elements are included in all classroom management plans:

- There is a consistent routine in the classroom that is understood by all students
- Rules for managing student behaviour are posted in all classrooms
- Rules are inclusive, appropriate, succinct and stated positively
- Consequences for inappropriate behaviour are posted in all rooms
- Consequences are appropriate, fair and practised on a consistent basis

For a classroom management plan to be successful all teachers must teach the procedures to all students and all students must demonstrate their understanding of the procedures.

PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

Universal Behaviour Support

In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

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 ‘Where Individuals are Valued’
- Establishment of agreed programs and procedures that are known and understood by all members of the school community, centred on the school rules CARS model: see visual representations at the end of this section.
- Staff, student and parent access to professional development, education or training
- Managing of incidents through clear and well-understood processes
- Supporting students and building strong community relationships

Proactive and preventative behaviour management strategies

The following strategies are important considerations/components when teachers are working to develop a supportive learning environment. (See Appendix 2 for a detailed explanation of these strategies)

1. Teaching Practices
   - Positive Interactions
   - Positive Feedback
   - Structured Social Skills Learning

2. Classroom and Playground Management

3. Curriculum Considerations

4. Physical Environment

Social Skilling

A systematic, detailed and developmentally appropriate personal development program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection is to be developed and implemented. The personal development program will also actively teach the values and expectations identified in The Code of School Behaviour.

- Focus Forty every week for every student
- Vision, values and motto will be explained regularly and explicitly and students taught how to put these into practice.
- Fun Friends and Friends for Life, for targeted students, identified in collaboration with Chaplain, AVT/BM, GO, class teacher, parents, Principal, Deputy Principal, HOSES.
- Structural Behavioural Interactions with AVT/BM
- Regular explicit teaching about our school’s Anti-bullying charter and bullying prevention skills and attitudes

Where Individuals are Valued
High Five and 5 Cs

High Five and the 5 Cs are this school’s proactive methodologies which will be used by teachers and students alike to manage inappropriate behaviour. All teachers will explicitly teach the steps and skills of High 5 and 5Cs to all students. Students will be encouraged to manage all of their interactions with people who are behaving inappropriately in this way.

The 5 Cs
1. Caring
2. Courtesy
3. Consideration
4. Co-operation
5. Common sense

In the vast majority of cases the proactive and preventative strategies detailed above will have a positive influence on the choices students make about their behaviour. The positive behaviours we are likely to see include students who:

- Use manners (e.g. please and thank you)
- Listen when others are speaking
- Treat others the way they would like to be treated
- Have a responsible attitude
- Play safely
- Are honest
- Are friendly
- Do their best
- Co-operate with others
- Use equipment safely
- Are on time for all classes
- Take pride in themselves and others
- Care for personal belongings and school equipment
- Wear the school uniform
- Ask before they use another person’s belongings

We will recognise and reward any student who displays these, or any other positive behaviours, through positive reinforcement and recognition.

Positive Reinforcement
Positive recognition of appropriate and desirable student behaviour is a crucial component of the school’s overall behaviour management strategy. Consistent with this belief the following procedures have been developed.

<table>
<thead>
<tr>
<th>Short Term – On a daily basis in class and in the playground Individual</th>
<th>Medium Term – On a weekly basis Whole Class / Group</th>
<th>Long Term – On a term-by-term basis Whole School</th>
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</thead>
<tbody>
<tr>
<td>- Stickers</td>
<td>- Stickers/Certificates</td>
<td>- Negotiated free time with teachers in own classrooms</td>
</tr>
<tr>
<td>- Team Points</td>
<td>- Free time</td>
<td>- Positive behaviour certificates (outlined below)</td>
</tr>
<tr>
<td>- Individual rewards chart</td>
<td>- Games in the classroom</td>
<td>- Lapel pin</td>
</tr>
<tr>
<td>- Issuing of a blue card</td>
<td>- Extended, supervised play time or extra games</td>
<td>- Eligibility for leadership positions</td>
</tr>
<tr>
<td>- Deputy Principal/Principal’s sticker</td>
<td>- Activity day – negotiated by each class</td>
<td>- Special excursion or treat</td>
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<tr>
<td>- Free time negotiated with class teacher</td>
<td>- Special privileges negotiated with teacher</td>
<td>- Positive behaviour certificates (outlined below)</td>
</tr>
<tr>
<td>- Special privileges negotiated with teacher</td>
<td></td>
<td>- Lapel pin</td>
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</tbody>
</table>

A positive behaviour parade will be held at the end of every term. On these special occasions all eligible students will receive behaviour certificates. Each year level will be awarded certificates in their unique colour.

Prep Pink
Year 1 Orange
Year 2 Yellow
Year 3 Light Brown
Year 4 Bronze
Year 5 Silver
Year 6 Gold
Year 7 Purple
1. Each certificate received by students will be printed with a star to indicate a level. The first certificate students receive each year will have one star, the second two stars, the third three stars and the fourth four stars.

2. From year four students will be eligible to apply to receive a lapel pin they can wear on their uniform after they have received three certificates of the same colour i.e. after a student has received three bronze certificates he/she will be eligible to apply to receive a bronze lapel pin they can wear on their collar.

3. A second eligibility requirement for students to receive a lapel pin is the endorsement of school staff. In addition to receiving three certificates of the same colour, students will also require four other staff members, one of whom must be either the Principal or Deputy Principal, to endorse their application for promotion to the next level. (The application form is available in appendix 7)

4. **Students have to earn a lapel pin before they become eligible to earn a certificate of the next colour.** That is, students have to earn a bronze lapel pin before they begin earning silver certificates and students also have to earn a silver lapel pin before they begin earning gold certificates.

5. Students who enrol at Biloela State School after year four will be required to begin their progression from the bronze level.

6. The responsibilities of school leadership are vitally important to Biloela State School. Consistent with this belief it is a pre-qualifying requirement that only students who have earned their Gold lapel pins will be eligible for a position of student leadership. *

*Special consideration may be given to students who show exemplary behaviour and leadership qualities but who, because of the time they enrol at Biloela State School, don't have sufficient time to reach gold level.*

**Targeted Behaviour Support**

In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

1. **Teacher Support**

Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school’s Responsible Behaviour Plan for Students and the classroom rules. This includes but is not limited to:

- Inappropriate verbal language
- Inappropriate physical movement or positioning
- Physical contact (bumping, pushing)
- Disruption
- Lateness
- Frequency, type and intensity of incidents recorded on OneSchool

Teachers support students through the following targeted interventions:

- Relationship-building with student through one-on-one support with curriculum and learning, proximity in the classroom
- Making adjustments as required to address individual students’ needs
- A whole-school approach to bullying (see document in Section 2)
- Use of the recognition program and ‘Smiley Faces’ to target support and encourage on-task and appropriate behaviour
- Small group social-skilling programs
- Buddy systems to assist newcomers to integrate into the school culture and environment
- Contact with parent/carers when problems persist, using a polite and positive approach with the aim of building a productive partnerships.

Teachers keep a record of both the student’s behaviour and the targeted support in order to gauge whether more intensive support is warranted.
Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- communication with the school community
- added responsibilities.

| Curriculum Adjustment | Teachers determine whether a student may need further support in curriculum related areas and adjustments made where necessary. This may involve:

| working with a teacher aide, learning support teacher, Gifted Education Mentor
| adjusted class work
| working with a peer, older student, mentor
| planning with students' needs, abilities, and interests in mind to ensure that students' learning needs are met during teaching and learning activities
| Formal Intervention programs are provided in Yrs 1-7, including Yr 2 net intervention, support for ESL students, Indigenous students, students with disabilities, students with learning difficulties and gifted students. |
| Verbal | Verbal reinforcement, used every day in both the classroom and playground, includes:

| Specific reinforcement e.g. Thank you for sitting down.
| Targeted direction giving.
| Empathetic listening to students
| Addressing student concerns in a timely manner
| Non-Verbal | Non-verbal reinforcement, used every day in both the classroom and playground, includes:

| body language – smile, thumbs up
| behaviour charts
| privately understood signals
| proximity to the child in terms of desk placement or where staff members are standing
| awards
| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:

| One-on-one curriculum support with the teacher
| Teacher aide support
| Work with another member of school staff
| Use of class tracking sheet to monitor students' progress towards acceptable behaviour.
| During Social Justice meetings, the committee evaluates the school's and staff's responses to the management of students who display challenging behaviours and make recommendations to the Behaviour Management Support Team. |
| Communication within the school community | Communication with parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home. |
| Added responsibilities - meaningful roles | A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:

| Peer tutoring
| Working with a younger or older classmate
| Classroom jobs
| School jobs. |

2. Extended Support

When a student’s minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school’s plan, more extensive targeted support is put into place. More serious breaches include, but are not limited to:

- Constant inappropriate language
- Vandalism
- Physical aggression
- Continued defiance
- Theft

**Where Individuals are Valued**
If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Behaviour Support Team through the Social Justice Committee. The Behaviour Support Team for any one student comprises Principal, Deputy Principal, HOSES, Advisory Visiting Teacher: Behaviour Management, Guidance Officer, class teacher as case manager, and any other person co-opted by the team, including parents/carers of that student.

The Behaviour Support Team develops and implements a simplified Individual Positive Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a ‘retreat’ area from the classroom
- Structured break time play through organised activities
- Modification of timetable

Parent/carer involvement must continue through all management stages. Parent/carer interviews with the class teacher, student and Principal or Deputy are focused on a coordinated approach to setting a more positive pattern of behaviour.

3. Intensive Behaviour Support

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

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,
- learning disruption, and/or
- serious injury to the student or to others.

This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's needs.

If a student is identified as exhibiting a high incidence of challenging behaviours, an Individual Positive Behaviour Support Plan (IPBSP) will be developed. The IPBSP outlines a systemic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the plan brings together parents, professionals and the student (where appropriate) to consider the student’s current level of performance and to determine needs and priorities. (see Appendix 11 for a collaborative consultation model). It promotes:

- Shared responsibility
- Consensus about behavioural and educational goals of the student
- Focus on a small number of key behaviours
- Collective accountability for outcomes
- Opportunity for communication.

Students will be identified through:

- Investigation of frequency and/or intensity of unacceptable behaviours, including bullying, and analysing recorded incidents on OneSchool and other relevant behaviours
- Consultation with teachers, parents and Principal/Deputy Principal/HOSES, Guidance Officer, Advisory Visiting Teacher: Behaviour Management about the student's unacceptable and positive behaviour patterns.

The process we use to develop an IPBSP is derived from the Multi-element Model of LaVigna and Willis (1995). The model consists of six inter-dependent phases:

1. **Background information:** Teachers collect comprehensive information about the student's medical, school and behavioural history.
2. **Functional analysis of behaviour:** The incidence, description and antecedents of the problem behaviour are analysed and a hypothesis about the function of the problem behaviour is formulated.
3. **Referral to Social Justice Committee:** All evidence is submitted to the Social Justice Committee requesting referral to AVTM/BM and/or Guidance Officer for development of IPBSP.
4. **Intervention planning:** This is the process whereby the strategies and tactics to be employed are explored and decided upon by the team. The team is made up of GO, AVTM/BM, class teacher as case manager, parents, student, member of Administration team. This intervention plan is included in the IPBSP.
5. **Intervention implementation and review:** The process whereby staff members are trained, and the IPBSP is implemented, monitored and reviewed. The case manager will access AVT/BM either formally or informally to discuss the ongoing success or otherwise of the IPBSP.

6. **Intervention evaluation:** This occurs at specified times and ensures that assessment of the IPBSP takes place.

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**EMERGENCY RESPONSES OR CRITICAL INCIDENTS**

This section details the responses the school community has agreed are appropriate for *emergency situations or critical incidents* involving severe problem behaviour. The major focus in this section is on de-escalation processes of intervention and is based on the Non-Violent Crisis Intervention model. See Appendix 13 for more detail.

- **An emergency situation or critical incident** occurs when a student presents a threat to security, physically and/or emotionally, to persons or property by his/her actions that cannot be contained by the adults in attendance. The situation is unstable and potentially explosive. This may occur inside or outside of the classroom. Behaviours such as yelling, screaming, malicious outbursts, throwing objects and furniture, repeated non-compliance, physical violence and verbal abuse, stalking, threats with or without a weapon and any actions that cause fear in students and/or adults are considered critical incidents.

- **Common Triggers for explosive student behaviour** include:
  - unexpected imposed change to daily routine
  - perceived threats to dignity and/or power
  - perceived threats to physical safety
  - perceived injustice
  - frustration

- **Crisis management** involves responding professionally to a crisis situation in a manner which serves to effectively address the circumstances. The aim is to restore security and stability for all involved, through prevention of escalation, minimisation of physical and emotional impact and management of all behaviours that result.

- **The stages of crisis behaviour** are:
  - Anxiety, typified by non-verbal signs of discomfort and agitation
  - Defensiveness, typified by verbal defensiveness and aggression
  - Acting out, typified by physical aggression
  - Tension reduction, typified by tiredness, guilt, the need to rest and reflect

- **The steps** we use in crisis management are:
  1. prevention
  2. teacher self-control
  3. early stage intervention (anxiety/agitation)
  4. containing verbal aggression (defensiveness/acceleration)
  5. managing physical aggression
  6. recovery and debriefing (tension-reduction-de-escalation)
  7. review and planning

- **Staff will use** the intercom or walkie-talkies to request assistance from the staffroom or office to assist in de-escalating the situation. **Staff trained in Non-violent Crisis Intervention or Personal Attack Response Training will proceed to the site of the incident.** Attending staff will use de-escalating techniques eg calm voice, non-threatening postures and facial expressions, removal of bystanders, refusal to engage with student’s anger when managing the situation.

- **The incident will be recorded on OneSchool and a WHS incident report completed. Parents of any students involved will meet with the Principal as soon as practicable. Debriefing sessions will be held by teachers with the remainder of the class, staff involved, and students who witnessed the incident.**

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**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 in and out of the school.

**Certain Personal Technology Devices Banned From School**

Students are not encouraged to bring personal technology devices like mobile phones, iPads, game devices, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. If a device is brought to school it must be handed into the school office. Breaches of this prohibition may result in disciplinary action.

It is important that students display courtesy, consideration and respect when using electronic devices to others. This includes out of school hours. Australian Mobile telecommunications Association (AMTA) has useful resources to manage student use. Website: [www.amta.org.au](http://www.amta.org.au)
- **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 brought to the school office upon arrival at school each day. Students will collect them from the office at the end of the day.

- **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.

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

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

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

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

   Students involved in:
   - Recording; and/or
   - disseminating material (through text messaging, display, internet uploading etc); and/or,
   - knowingly being a subject of a recording, breach this policy and 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 school office.

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*Where Individuals are Valued*
- **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 Deputy Principal or 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.
CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

In 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.

The Behaviour Support Team for any one student comprises Principal, Deputy Principal, HOSES, Advisory Visiting Teacher: Behaviour Management, Guidance Officer, class teacher as case manager, and any other person co-opted by the team, including parents/carers of that student.

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<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Consequences</th>
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</table>
| Level 1 | At this level, all students are on task and no disciplinary action is required. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
- verbal reinforcement and recognition  
- record of achievements for formal acknowledgement  
- phone calls/letters/emails to parent/carers for positive recognition  
- coloured behaviour certificates  
- lapel pins |
| Level 2 | Inappropriate student behaviours to be dealt with at this level include:  
- minor incidents  
- ignoring instruction  
- lateness to class  
- littering  
- minor disrespect  
- minor bullying  
- use of mobile phone  
- uniform/hair/makeup/jewellery transgressions | Teacher-initiated actions could include:  
- verbal negotiation with student  
- teacher records on OneSchool  
- teacher aides, specialists, TRS  
- record incident and refer to class teacher  
- reminder of classroom expectations  
- in-class separation or isolation  
- removal from classroom for one-on-one resolution  
- send student to buddy class with a behaviour reflection form (See appendices)  
- assign student to accompany you on playground duty  
- assign student a lunchtime detention  
- contact with parent/carers  
(See Appendix 3 for additional strategies.) |
| Level 3 | Inappropriate student behaviours to be dealt with at this level include:  
- continued level two behaviours  
- referrals from teachers  
- repeated defiance  
- continued bullying  
- physical aggression  
- verbal abuse, including swearing and major outbursts  
- use of electronic devices to bully, threaten or breach privacy laws | Behaviour Support Team will initiate actions which could include:  
- monitoring program  
- resolution meeting as required between teacher, aggrieved party and student  
- peer mediation or restorative conference  
- referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer,  
- completion of a Behaviour Support Plan  
- recess detention  
- restitution  
- parent/carer contact  
- interagency referral  
- referral to Principal/Deputy Principal  
- suspension |
| Level 4 | Inappropriate student behaviours at this level include:  
- continued level three behaviours  
- stealing  
- truancy  
- unprovoked physical aggression  
- smoking  
- pornography  
- intimidation of staff  
- vandalism  
- sexual harassment/misconduct | Principal/Deputy Principal-initiated actions in consultation with GO, AVT/BM, and class teacher, could include:  
- referral to Social Justice Committee to review/design IPBSP  
- parent/carer contacted for interview  
- detention  
- referral to outside agency  
- referral to consultation with the principal  
- recommend suspension (minimum 5 days for unprovoked physical aggression)  
- restorative conference on return from suspension, including conditions for re-entry  
- police notification |
| Level 5 | Inappropriate student behaviours to be dealt with at this level include:  
- extreme or repeated incidence of level four behaviour  
- repeated acts of unprovoked physical aggression or bullying  
- possession of drugs  
- possession of a weapon  
- supply of drugs  
- use of a weapon  
- violent assault | Principal/Deputy Principal, in consultation with GO, AVTBM, class teacher, determines the most appropriate course of action which include the following:  
- Parent/carer interview  
- Suspension in line with Education Queensland Policy for Student Disciplinary Absences (6-20 days for repeated acts of physical aggression)  
- Behaviour Improvement Condition in line with Education Queensland Policy for Student Disciplinary Absences  
- Recommendation for exclusion in line with Education Queensland Policy for Student Disciplinary Absences  

NB: STUDENT DISCIPLINARY ABSENCES ARE USED AFTER CONSIDERATION HAS BEEN GIVEN TO ALL OTHER RESPONSES.

Where Individuals are Valued
Where Individuals are Valued

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS – OVERVIEW

- Teachers incorporate proactive and preventative strategies in the design of their curriculum and classroom management plan to create an environment which promotes positive behaviours and prevents most negative behaviours in most students.
  1. Teaching Practices
     - Positive Interactions
     - Positive Feedback
     - Structured Social Skills Learning
  2. Classroom and Playground Management
  3. Curriculum Considerations
  4. Physical Environment

(See appendix 2 for a detailed explanation of these strategies)

- Is the student:
  - Complying with the school rules?
  - Living up to the 5Cs?

- Does the student’s behaviour improve?
  - Yes
    - Whole school
    - Coloured Behaviour Certificates
    - Lapel Pins
    - Special Treat
  - No
    - Blue cards
    - Phone calls/letters/emails to parents

- Review proactive and preventative strategies.

- Is the behaviour safe and manageable?
  - Yes
    - Level 1: Positive Reinforcement of Appropriate and Positive Achievement
  - No
    - Level 2
    - Level 3-5

- Teacher reviews proactive and preventative strategies at each level of the ‘Consequences for Unacceptable Behaviour’ chart, to see if changes to the child’s program or environment can decrease or eliminate the inappropriate behaviour.
Certain types of behaviour are unacceptable and responses can include the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. The following specific areas of response are reserved for the most serious behaviours, as categorised below:

(Management of cases to be recorded in OneSchool application)

DEALING WITH VIOLENCE All members of the Biloela school community have the right to feel safe and their property respected. Any instances of violence towards persons or property must be reported to an administrator. Where appropriate, the principal or delegate should interview all concerned, make a record of the incident and findings. Punitive, counselling, or other corrective measures, should be used as appropriate with students found to have engaged in violent behaviours.

DEALING WITH BULLYING (including Cyberbullying) Bullying refers to deliberately hurtful behaviour where it is difficult for those being bullied to defend themselves. Bullying is usually repeated over time but may occur in isolation.

There are four main types of bullying:

- **physical** (hitting, kicking, sexual assault, theft);
- **verbal** (name calling, racist comments, offensive remarks, ridicule);
- **indirect** (spreading rumours, explicit ostracism from social groups);
- **cyberbullying** (hurtful behaviour that is transmitted via an electronic device including, but not limited to, portable gaming devices (Nintendo DS, PSP, iPod Touch, iPad etc), laptop computers, iPads, cameras, smart phones, online social networks (Facebook, Twitter, chatrooms etc) refer to our school’s Bully Prevention Strategy

If bullying is suspected or reported, the member of staff who has witnessed the incident/been approached, should ensure the student’s safety and deal with the incident immediately. A clear account of the incident should be recorded in OneSchool and referred to an administrator. Where appropriate, the principal or deputy principal should interview all concerned and make additions to the OneSchool incident record. Punitive, counselling, or other corrective measures should be used as appropriate with students found to have engaged in bullying. Key stakeholders such as teachers, parents and the victim of bullying should be informed of the school response.

STAGES FOR DEALING WITH BULLYING

<table>
<thead>
<tr>
<th>Steps</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student intervention - “Stop it I don’t like what you are doing/saying.”</td>
</tr>
<tr>
<td>2</td>
<td>Teacher intervention – informal strategies, official warning, counselling/mediation, parents may be contacted.</td>
</tr>
<tr>
<td>3</td>
<td>Referral to administration, withdrawal of rights (eg lunchtime or excursion) parents to be involved. Entry into OneSchool application.</td>
</tr>
<tr>
<td>4</td>
<td>In-school suspension under supervision of an administrator, parents to be involved, further counselling may be offered. Case is managed by Administrator in OneSchool application.</td>
</tr>
<tr>
<td>5</td>
<td>Suspension. Parent Contact. Recorded in OneSchool. Formal letter sent to student and parent. Strategies put in place upon re-entry.</td>
</tr>
<tr>
<td>6</td>
<td>Exclusion All processes (e.g. parent contact, external support etc) recorded in OneSchool.</td>
</tr>
</tbody>
</table>

The nature and severity of each case will determine which stage is appropriate. For more information for dealing with bullying, refer to our school’s Bullying Prevention Strategy.

DEALING WITH DRUGS Linkages with the current Science, Studies of Society, Life Education Program, Health and Physical Education, Human Relationships Education school-based programs support drug education. Should students find themselves in a smoking/alcohol/drug use situation at school, parents will be contacted immediately. Depending on the nature and severity of the offence responses will range from counselling to suspension/exclusion.

DEALING WITH VANDALISM Where a student or students have been involved in the act of vandalism, a brief report of known facts must be presented to an administrator for investigation. The findings of the investigation and consequences must be recorded in OneSchool. Consequences given to the perpetrator/s will be determined by the nature and severity of the incident. Consequences may include counselling, community service to the school and or suspension or exclusion. Parents/caregivers of the perpetrators will be informed of any incidents of vandalism and the consequences of the act.

DEALING WITH TRUANCY Where a student’s pattern of unauthorised absences exceeds 5 days within the term, the principal will notify the parents of the absences and, offer support to the family in particular, actively consider whether an alternative option, if appropriate, would suit the needs of the student. Where the circumstances give rise to a reasonable suspicion of harm to the child, the Principal will notify the Department of Child Safety.

Where Individuals are Valued
THE NETWORK OF STUDENT SUPPORT

The network for support at Biloela State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parent/carers
- School Guidance Officer (Based at BSHS and visiting BSPS twice weekly)
- District Senior Guidance Officer (based at Central Coast district Office in Gladstone; contact through GO or Principal)
- Banana Shire Support Centre (referral by parent or school)
- Department of Child Safety (through Principal or Deputy Principal)
- Child and Youth Mental Health Service (referral by GO/AVTBM/Principal)
- Advisory Visiting Teacher/Behaviour Management (based at BSHS and visiting BSPS twice weekly)
- Adopt-a-Cop (Biloela Police Station, in consultation with Principal/DP/HOSES)
- Social Justice Committee (meets once a month; referrals and evidence to Chairperson)

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services, Anglicare and the Banana Shire Emergency Accommodation Support Centre also work with the school to provide support when necessary.

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:

- 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.

Related legislation

- 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 Regulation 1997
- Freedom of Information Act 1992

Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
Some related resources

- National Safe Schools Framework (ncab.nssbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Principal  P&C President  Executive Director (Schools)
Matt Sahlqvist  Tania Sherwell  Dave Manttan

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2. Proactive and Preventative Strategies
3. Interventions
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THEORETICAL PRINCIPLES

Behaviour is learned: Most behaviour displayed by students in school has been learned previously, or is currently being learned through social interaction with other students or staff. Behaviour that has been learned is open to further modification and change. Existing inappropriate behaviour can be reduced and new appropriate behaviour can be acquired. Even when it may not be possible to discover the original causes of behaviours now appearing, it is still possible to alter those behaviours to the advantage of the students.

Frequency is more important than severity: Behaviours that occur regularly and often are the important behaviours from the point of view of constructive intervention. Isolated, bizarre or unusual events may attract a great deal of professional concern and discussion, and may well have had traumatic effects upon an individual at the time they occurred. However, in order to provide effective assistance to people handicapped by those traumatic effects, it is the behaviours they are currently and regularly performing and the everyday contexts in which this takes place which provide powerful information for constructive assistance.

Begin in the context where the problem occurs: Critical information is available in the day-to-day behaviour students display in various regularly occurring settings – e.g. classroom activities, lunchtime recreation, sport. Interaction with other students and with staff in these regular settings becomes an important context for learning. It is in these contexts that both appropriate (or pro-social) behaviours (e.g. cooperation, sharing, volunteering help) and inappropriate (or anti-social) behaviours (e.g. non-compliance, abuse, aggression and withdrawal) are acquired and maintained. Any attempt to help students alter their behaviour must focus on their behaviour in these everyday contexts, even if some of that help is provided in other contexts (e.g. in one-to-one counselling sessions).

Staff behaviour is critical: During a student’s time at school staff are the major adult model of social interaction. Staff are also the major adult initiators of and respondents to the social behaviour of the students. Learning new appropriate behaviours as alternatives to inappropriate behaviours is greatly influenced by the number and quality of opportunities available for students to perform these behaviours and to learn from their consequences. Hence it is important for staff to be acutely aware of their own behaviour, and how to use their own behaviour to provide opportunities for students to learn. This requires a commitment by all staff to learn effective strategies or procedures. Procedures they can use in everyday interaction with students. Staff also require a commitment to work towards consistency in their behaviour. Both consistency in the way staff interact with other staff and consistency in the way they interact with students. This consistency must be demonstrated in two ways. Staff must be seen by students to behave in a consistent nature toward all other staff members and toward all students. Staff must also be able to demonstrate consistency over time.

Where Individuals are Valued
1. Teaching Practice
   A. Positive Interactions
      - Become aware of how students relate to each other in the classroom.
      - Interact with the students in a way you want them to interact with you and each other. (i.e. using manners, low tone-of-voice, waiting until students have finished speaking)
      - Spend time thinking about your interactions with the students.
      - Allow time for student/student and student/teacher social interactions.
      - Maintain a "you can do it" attitude.
      - Be aware of the ratio of positive to negative interactions you have with the students in your class and improve the number of positive interactions you have with the students.
      - Maintain variety in your positive interactions by describing the behaviour/situation that you are pleased with. (e.g. "I appreciate the quiet way in which you are working", “Thank you for organising yourselves ready for sport”, “You remembered that difficult word”, “I enjoyed teaching that lesson. Everyone worked hard and cooperated”)
      - Be aware of the significance of non-verbal behaviour in communication.
      - Explicitly teach students the skills of positively relating to one another.
   b. Positive Feedback
      - Look for positive happenings in your room.
      - Focus on each student’s assets and strengths in order to build their self-confidence and feelings of worth.
      - Give positive feedback by giving specific feedback to each student, acknowledging individual efforts, recognising improvement and effort, as well as accomplishment, writing positive comments on student’s work, providing sincere feedback and providing positive non-verbal feedback.
      - Set small, achievable tasks to enable each student to achieve success.
      - Look for times when students are independently successful and reinforce that success.
      - Provide concrete evidence for each and every student that he/she is special and that he/she is achieving (i.e certificates, stamps, notes to parents, etc.)
      - Make special opportunities to give specific positive feedback to a student for his/her success (eg share success with class, other teachers, senior staff, and parents).
      - Teach students the skills of giving and receiving positive feedback.
   c. Structure Social Skill Learning
      - Be clear about the goals you have for your class as a whole.
      - Be aware of the social and emotional needs of students in your class.
      - Develop a structured program designed to cater for the social and emotional needs of students in your class.
      - Take into account the variety of methods and resources available when designing this program.
      - Be prepared to self-evaluate what you are doing and how you are going.

2. Classroom and Playground Management
   - Establish positively stated class rules.
   - Clearly display rules for managing student behaviour.
   - Develop a clear understanding of what is acceptable and unacceptable within the class.
   - Make students aware of the logical consequences for their actions.
   - Clearly display consequences for inappropriate behaviour.
   - Be consistent.
   - Involve students in the making of decisions.
   - Give students choices and let them experience the results of their decisions.
   - Allow feedback about your teaching.
   - Allow students to share the responsibility for looking after the classroom.
   - Include timetable flexibility to allow for negotiation with the students. (i.e. when extra time is needed to complete a task)
- Give consideration to the class energy level, the nature of the tasks (individual, group, class mobility, etc) and individual personal problems.
- Spend time with students individually while they are working.
- Give instructions that are clear and simple.
- Create a place for commonly used items (i.e. scissors, glue, cleaning materials, etc.)

3. **Curriculum Considerations**
   - Allow for differences such as rate of learning, patience, neatness or interest.
   - Provide an encouraging, successful, meaningful and challenging curriculum.
   - Utilise the interests of the children.
   - Provide opportunities for some student choice of tasks.
   - Provide sufficient variety.
   - You may need to limit copying from the board.
   - Consider modifications to homework, spelling lists.
   - Focus on student’s abilities and strengths.
   - Recognise effort and improvement.
   - Teach the skills of collaborative learning, group management and organisation.
   - Encourage cooperative learning.
   - Consider pace of instruction, not too fast, not too slow.

4. **Physical Environment**
   - Make conscious decisions when planning your classroom environment.
   - Involve the students from the beginning in creating the environment.
   - Create an attractive classroom (i.e. plants, posters, bright colour, mobiles, colourful blackboard presentation, etc.)
   - Arrange desks and seats in order to maximise interactions.
   - Give consideration for people’s needs and comforts.
   - Create an area where a student may go to be on his/her own.
   - Display examples of quality work (i.e. students’ work, teacher’s work, charts)
GIVING CONSTRUCTIVE FEEDBACK

Below are some suggestions on how to talk to others about their behaviour in such a way as to:

* make them feel good about their opinions,
* help them change their behaviour for the better

a START WITH THE POSITIVE. People like encouragement, to be told when they are doing something well. If the positive is heard first, the negative is more likely to be listened to, and acted upon.

b BE SPECIFIC. Try to pinpoint exactly what the person did rather than using general labels.

c OFFER ALTERNATIVES. It helps to suggest what the person could have done differently. Turn the negative into a positive suggestion.

d DESCRIBE - DON'T JUDGE. Tell the person what happened, not your judgement of whether it was “good” or “bad”, etc.

e OWN THE FEEDBACK. It is easy to say to the other person, “you are...” as if you are offering a universally agreed upon opinion. Remember that when you are giving feedback, it is your opinion and it is better to state it as such, e.g. “I feel that...”; “In my opinion...”

RECEIVING FEEDBACK

If we are on the receiving end of feedback we can help ourselves by encouraging the giver to use some of the skills above, and also by:

a LISTENING TO THE FEEDBACK RATHER THAN IMMEDIATELY REJECTING OR ARGUING WITH IT. Feedback can be uncomfortable to hear but remember people do have their opinions about you and they will have their perceptions of your behaviour, and it can help you to be aware of those.

b BE CLEAR ABOUT WHAT IS BEING SAID. Try to avoid jumping to conclusions or becoming immediately defensive, otherwise people may cut down their feedback or you may not be able to use it fully. Make sure you understand the feedback before you respond to it. A useful technique can be to paraphrase or repeat the feedback, to check that you have understood.

c ASK FOR THE FEEDBACK YOU WANT BUT DON'T GET. Sometimes we do get feedback but it is restricted to one aspect of our behaviour and we may have to request feedback we would find useful but do not get.

d DECIDE WHAT YOU WILL DO AS A RESULT OF THE FEEDBACK. The aim of getting feedback is to help us change our behaviour for the better. So when you receive some feedback that you feel would be useful to use, try to work out how you will behave next time the situation occurs.

POSITIVE ATTENTION

Positive attention is a way to increase a student’s desirable behaviours by giving him/her recognition, feedback and praise when he/she does the things you would like to see more often.

HOW TO GIVE POSITIVE ATTENTION

a ATTEND IMMEDIATELY. Observe the student to catch him/her doing something good. Gain his/her attention. Give your positive attention to the desired behaviour immediately you notice it. If you delay, other behaviours may occur that cause you to withhold attention.

b BE SPECIFIC. The most powerful positive attention is specific. Describe what the student has done that pleased you (e.g. “Marnie, thank you for taking out the rubbish”). That is, specify the behaviour rather than praise the whole child. (Do not simply, say “good girl”.)

c STATE YOUR POSITIVE FEELINGS. In giving positive attention it often helps to state your feelings about the behaviour using “I” statements (e.g. “I appreciate your help”; “I have enjoyed shopping with you”, “I’ve been able to help Sally while you completed your work”).

d ATTEND TO IMPROVEMENTS. Give your positive attention to small improvements, and not just to perfect performances.

e ATTEND OFTEN. At the beginning you should give positive attention to a desired behaviour virtually every opportunity you get. This will mean watching the boy so that you catch him being good. Later, less attention will be required to maintain the improvements.
USE NON-VERBAL POSITIVE ATTENTION. Positive attention is not given only in words. Sitting or standing close, touching, smiling or simply joining in with the child all show that the behaviour pleases you.

BE AN INTERESTED OBSERVER. For some students verbal attention from adults may not at first be positively reinforcing. They may be embarrassed to receive praise or adult attention particularly in front of the peer group. Often, for these students, an interested comment, or brief conversation about the appropriate activity they are engaged in can be an acceptable and powerful form of positive attention. An interested, observing adult who merely watches the student perform an activity can be a source of positive attention. This practice is also important because it frequently provides a setting or context for the student to initiate a conversation, to which the adult can then respond.

CONVERSATION
Engaging students in conversation is one way of delivering positive attention for desirable behaviour. However, it is also a way of providing a context or setting for students to practise social skills (e.g. reporting on events that have occurred or asking questions). A pleasant conversation with a student can often lead to student-initiated opportunity for incidental teaching of skills. It is a very appropriate procedure for use with a student who is not engaged in any activity.

HOW TO USE CONVERSATION

a OBSERVE a student who is engaged in some desirable activity.

b APPROACH casually to within range of quiet conversation.

c WAIT quietly, making yourself available for any student-initiated request or comment, (e.g. watch the activity he/she is doing for several minutes).

d WITHDRAW if the student reacts negatively to your presence. (Do not put yourself in the position of triggering undesirable behaviour).

e COMMENT. Offer a brief interested comment or question about what the student is doing.

Example:
- “That’s just like Mrs. Jessop, isn’t it? (Comment on TV program)
- “That was a good goal I saw you get just then”. (Comment on activity)
- “How did your driving go today?” (Question on past event)
- “What will you do now you have finished?” (Comment on activity and future plan)

Follow up the student’s response with further comments or conversation.

f SHARE INFORMATION. Conversation is a two-way exchange of information and comment. Avoid a continuous line of adult questions. Volunteering information about your own preferences, feelings, or activities provides a context or setting for children to ask questions and maintain the conversation, and so improve their social skills.

OFFERING REWARDS
Offering rewards is a means of increasing desirable behaviour by negotiating with the student and reaching agreement that following certain behaviours he/she will receive a reward. The ‘strength’ of the reward should be appropriate both for the behaviour concerned and for the preference of the individual student.

How to achieve goals by offering reward:

a Before approaching the student have a clear idea in your own mind of the desired behaviour. Discuss with a colleague if possible.

b Gain the student’s attention and clearly state the desired behaviour. Be specific when defining goal behaviour(s). Avoid vague behaviour descriptions such as ‘being good’. For example, “putting your hand up before you speak to me” or “completing 5 problems before you come to me again” pinpoints exactly what is required from the student whereas a vague comment such as “doing what you’re meant to in class” does not.

c Negotiate a reward and negotiate what behaviours will receive that reward. This requires a clear understanding from both parties on the exact nature of the behaviour and reward. (For example, “If you arrive home before 4.00pm every day this week you can go to the Skate Inn on your own on Friday night”, or “If you complete Activities 4, 5 and 6 by 5 to 3.00, you can do some sketching until the bell goes.”)

d Make sure other staff members are aware of any arrangements made which may affect them – you may need to negotiate with them too!
Verbally praise the student when he/she has achieved the desired behaviour in addition to receiving the reward.

**DIRECTED DISCUSSIONS**

Directed discussion is a way of prompting and then reinforcing alternative behaviours when a student is behaving inappropriately and needs to learn a new behaviour.

**HOW TO USE DIRECTED DISCUSSIONS**

a. **OBTAIN STUDENT’S ATTENTION.** Obtain the student’s attention either through a simple request or through a direct instruction (e.g. “Hey Jan, come here will you? I’d like to talk to you about what just happened then.”)

b. **STATE THE PROBLEM.** State briefly, simply and calmly what the problem is or what rule has been broken. Do not use excessive emotional statements that promote guilt or anger such as “You’ve really disappointed me” or “Sometimes you really are a brat”. Do not put the student down.

c. **GIVE YOUR REASONS.** Tell the student why you don’t like that behaviour e.g. “Don’t run down the corridor. It could lead to a nasty accident”.

d. **DESCRIBE THE APPROPRIATE BEHAVIOUR.** Try to prompt the student to suggest the correct behaviour. State this yourself if this seems necessary. Give positive attention for the student’s statement of correct behaviour.

e. If appropriate, get the student to demonstrate what should be done. Sometimes this would be inappropriate and lead to confrontation.

**POSITIVE ATTENTION FOR ALTERNATIVE BEHAVIOUR**

This is a positive means of reducing mildly undesirable behaviour. It involves selecting an alternative desirable behaviour, which the student is also performing (preferably a behaviour that cannot occur at the same time as the undesirable behaviour), and providing increased positive attention for this alternative. It has been referred to as “Catch the student being good”.

**HOW TO GIVE POSITIVE ATTENTION FOR ALTERNATIVE BEHAVIOUR**

a. **SELECT APPROPRIATE BEHAVIOUR.** When a mild or moderate undesirable behaviour occurs, observe whether some desirable behaviour is also occurring.

Examples:
- Girl is shouting intermittently with quiet talk.
- Boy is yelling while clearing the table.
- Girl is abusing another girl while skipping.

b. **GAIN THE STUDENT’S ATTENTION.** Call him/her by name.

c. **REINFORCE APPROPRIATE BEHAVIOUR.** Give student positive attention for the appropriate behaviour.

Examples:
- “Now you’re talking nice and quiet, Maria.”
- “That’s a nice job you’re doing clearing the table, Tom.”
- “Your skipping is coming along really nicely, Sally.”

Follow up the comment by watching the student a little longer, and continue to give positive attention for appropriate behaviour.

d. **BE ALERT.** Watch for an opportunity to engage student in conversation or for an incidental teaching episode.

**PLANNED IGNORING**

Planned Ignoring is a way to decrease mild undesirable behaviour that appears to be maintained by adult social attention. It is implemented by removing attention from the student while the undesirable behaviour occurs. When adults unnecessarily repeat instructions, nag, pacify or coax children into obeying, they are frequently increasing the child’s undesirable behaviours. **Planned Ignoring is NOT an appropriate procedure in a group context, where the undesirable behaviour may also be maintained by peer attention.** There is little point in ignoring undesirable behaviour if peers are currently reinforcing it.
HOW TO USE PLANNED IGNORING
a IGNORE IMMEDIATELY. If you decide to ignore a behaviour do so immediately.
b MAKE IGNORING OBVIOUS. In order that students know you are deliberately ignoring them, make it obvious by immediately turning away from the student or if necessary walking away, or busying yourself in some activity or starting a conversation with someone else. Don’t answer questions about Ignoring. Avoid eye contact with students.
c BE CONSISTENT. Often when parents start to use ignoring, their children try even harder to get their attention by being more displeasing and annoying than usual. It is essential to be consistent – keep on ignoring the behaviour, and ignore it each time it occurs. However, if the behaviour becomes more severe (e.g. damaging property, hitting others), stop ignoring and proceed according to the procedures for dealing with that behaviour.
d GIVE POSITIVE ATTENTION FOR DESIRABLE BEHAVIOUR. When the undesirable behaviour stops, wait a few seconds and then give positive attention to the student for behaving correctly once again. Do not go on ignoring after the undesirable behaviour has ended.
e AFTER THE INCIDENT. Do not mention the incident after the penalty has been applied, and activities are returned. Wait for the student to continue some appropriate activity, and then praise him/her for behaving correctly. Do not ignore the student because of the incident.

GIVING INSTRUCTIONS
Instructions should be simple and clear. They should first gain the student’s attention, and should let the student know exactly what it is you want him/her to do. They should not include negative statements or angry remarks about students.

HOW TO GIVE INSTRUCTIONS
a OBTAIN STUDENT’S ATTENTION. As soon as you are clear about what you want the student to do, stop what you are doing and gain the student’s attention. Go up close to the student. Say the student’s name.
b WAIT. Wait until the student answers you and/or looks at you. Make sure the student is paying attention before you give the instruction.
c SPEAK FIRMLY AND POLITELY. Make sure you let the student know exactly what it is you want him/her to do. Avoid complaining or growling, e.g. “Put your books away now please”.
d WAIT. Do not repeat the instruction until you have waited about ten seconds. The student may begin to follow your instruction in this time.
e GIVE POSITIVE ATTENTION. As soon as the student follows your instruction or begins to follow it, give positive attention immediately.

NATURAL AND LOGICAL CONSEQUENCES
Natural and logical consequences are a way of decreasing undesirable behaviour by removing objects or activities from a student (or the students from the activities). There are a wide range of situations in which a natural consequence is readily available.

HOW TO USE NATURAL AND LOGICAL CONSEQUENCES
a REPRIMAND. (instruction to stop). Immediately you notice the behaviour occurring, gain the student’s attention and clearly state what he/she must do, e.g. “Megan, either you get on the bus and come to the outing or stay at school – make up your mind”. Do not get angry or emotional. If the girl complies with the instruction praise her for doing what she was told.
b APPLY CONSEQUENCE. If student fails to comply, “Right Megan, you can stay at school today – go and join the other class”.
c GIVE REASON AND DESCRIBE THE BEHAVIOUR. e.g. “The reason that you are not going on the outing today Megan is because your inability to make up your mind causes inconvenience to others”.
d STATE THE TIME PERIOD: e.g. “You may come on tomorrow’s outing if you choose to”.
e IGNORE ARGUMENTS. Ignore the girl’s complaints following application of the penalty. However, if more severe undesirable behaviour occurs, (such as abusive outbursts, or physical aggression), follow up with the appropriate consequences.
AFTER THE INCIDENT. Do not mention the incident again after the penalty has been applied, and activities are returned. Wait for the child to continue some appropriate activity, and then praise him/her for behaving correctly. Do not ignore the child because of the incident.

INCIDENTAL TEACHING

Incidental teaching involves making the most of a naturally occurring opportunity when a student asks for something (e.g. an object, your attention, your permission to do something, or your assistance with an activity) to teach that student a more appropriate way of requesting, or a new skill.

This is an ideal time for constructive language or constructive skills teaching to take place because the student initiates the learning sequence and the effective reinforcer is usually built into the student’s request.

HOW TO USE INCIDENTAL TEACHING

a BE ALERT TO DEMANDS. Look for student-initiated requests (or demands) for assistance. Many of these will occur at very inconvenient times (e.g. when you are trying to finish a job of your own). Nevertheless, it is important to respond to as many of these as possible, since each is a powerful opportunity for the student to learn language and social skills.

b ASK FOR APPROPRIATE BEHAVIOUR. Respond to the request or demand with a question or request for either a more elaborate (or a more polite) statement or for the student to complete part of a task he/she wants help with.

c USE PROMPTS. Prompt the student’s use of more elaborate language or performance of some part of the task.

d REINFORCE APPROPRIATE BEHAVIOUR. Reinforce the behaviour by supplying the requested object or assistance. Add positive attention for desirable student behaviour.

EXAMPLES:

Incidental Teaching – Language
Teacher is handing out readers. Christine starts to fuss.

Girl: “Don’t give that to me. I hate sport.”
Teacher: “If you don’t want something, that’s OK, but there’s a proper way to say it.”
Girl: “I don’t want sport thank you,”
Teacher: “Fine. That’s good. Do you want fashion instead?”

Boy: “I can’t do it up.”
Teacher: “Ask me nicely and I’ll help you.”
Boy: “Can you show me how to do it please Miss Brown?”
Teacher: “Fine. Now I’ll do it once and then get you to do it, OK?”
Boy: “Yes.”
Teacher: “You put this end bit of the zip in the groove and push it down firmly. Then you hold both parts of the metal and bit while you pull the zip up. See? That way one of the sides of the zip doesn’t pull out. Now you have a try and I’ll remind you what to do” … “Put the end bit into the groove…” etc.
Boy: “I got it!”
Teacher: “Well done! It’s not that difficult when you know how.”

Examples of skills suitable for incidental teaching:

Self-Care Skills: Brushing teeth, toileting, running a bath, getting a shower to the right temperature, combing hair, plaiting hair, dressing, e.g. doing up buttons, cleaning shoes, tying shoe laces, elementary first aid, using scissors, threading a needle.

Play Skills: Card and other table games, charades, table tennis, gymnastics (e.g. cartwheels), ball handling, trampoline, team games, marbles, etc., climbing a fence, use of tools (e.g. spade, hammer, pick, saw, screwdriver).

Household Skills: Sweeping floor, vacuuming, using a washing machine, boiling an egg, making tea or coffee, mixing up cordial, making toast, using an egg-beater, washing and drying dishes, taking lids off jars and bottles, using a can opener, tuning a radio into the station, telling the time, using a telephone, using a telephone directory, making sandwiches, baking scones and pikelets, replacing a battery in a torch, using a stove, cleaning a bike, pumping up a tyre, oiling a bike, raising a bike seat.
**Classroom Skills**: Using a dictionary, sharpening pencils, finding a library book, solving a maths problem, using a projector, writing a list, writing a letter, setting out a page of work, finding and putting away equipment, appropriate ways of seeking teacher help.
INTRODUCE NEW ACTIVITY
Introducing a new activity is a way of changing behaviour by altering the stimulus conditions, or context in which it occurs. The procedure can be used either to anticipate undesirable behaviour, even when the current behaviour may be desirable or to alter mildly undesirable behaviour, without having to implement consequent procedures. It is suitable both when working with individual students and with groups. It is a very appropriate procedure when a student is apparently not engaged in any activity.

HOW TO INTRODUCE A NEW ACTIVITY
a ANTICIPATE DIFFICULTIES. Observe the student’s current behaviour and decide whether or not the present behaviour is likely to lead to undesirable behaviour (e.g. class getting tired of a particular game or activity which has gone on successfully, e.g. a boy who is an ‘expert’ is about to join a game played by two other boys who are learning a new skill).
b ELECTING ALTERNATIVE ACTIVITY. Choose one which you could conveniently introduce, either for the whole group or for one or two students. Check that the appropriate games materials are available or that you have a little time to play a game.
c OFFER NEW ACTIVITY. Offer the new activity, clearly and with some interest.
  • Say, “Let’s play a game of…”
  • or “Let’s go outside and play skip.”
  • or, “I’ve got a problem here; see if you can help me”
d INVOLVE THE STUDENT. Begin the new activity as soon as possible. Engage the student or students in preparing the activity (e.g. fetching equipment, finding the recipe books, utensils).
e REINFORCE PARTICIPATION. Give positive attention for the student’s participation in the new activity. Then gradually withdraw yourself.

VERBAL PREPRIMANDS (INSTRUCTIONS TO STOP)
Verbal reprimands are clear, unambiguous instructions to students to stop engaging in some undesirable behaviour. They should not include negative statements or ‘put down’ comments about the student. Reprimands are always followed by some other management procedure – e.g. positive attention after the child stops.

HOW TO USE VERBAL REPRIMANDS
a REPRIMAND IMMEDIATELY. Verbal instructions to stop doing something should be used immediately, as soon as you see the behaviour occurring. Do not wait until it has happened three or four times.
b OBTAIN THE CHILD’S ATTENTION. As soon as you observe the problem behaviour occurring, stop what you are doing and gain the child’s attention. Address the child by name.
c TELL HIM/HER TO STOP. Clearly and firmly tell the child to stop what he/she is doing, (e.g. “Anne, stop that rough play immediately!”, “Don’t jump on the furniture, John”, “Melanie, stop interrupting!”).
d GIVE POSITIVE ATTENTION. When the child does stop the undesirable behaviour, give positive attention for this, (e.g. “Thank you for stopping, John” or “That’s good, thank you Anne”, “Thanks Melanie – your turn next”).
e PROMPT DESIRABLE BEHAVIOUR. Describe or explain the correct behaviour in a calm manner (e.g. “You should touch the baby softly, “The sofa is for sitting on”) or state the rule that applies to the situation if there is one (e.g. “You finish your jobs before going out to play”, “You put up your hand Gail, to ask something”).
f ATTEND TO DESIRABLE BEHAVIOUR. Wait for the correct behaviour to occur, then give positive attention for behaving appropriately.
BRIEF ISOLATION
Isolation is a brief withdrawal from ongoing positive reinforcement and restriction to a specific place contingent on moderate undesirable behaviour. It is effective in situations where a group of students are engaged in a positive, enjoyable activity (e.g. hockey games, cards), or indeed in the classroom setting.

HOW TO USE ISOLATION
a REPRIMAND (Instruction to stop). Immediately you notice the behaviour occurring, gain the student’s attention and give a clear instruction to stop (e.g. “Jill, stop poking Karen with the hockey stick”). Do not get angry. If the student complies with the instruction, praise him/her for doing what he/she was told. (See section of verbal reprimands).

b SEND TO ISOLATION (if the reprimand has proved unsuccessful). Send the student to the place of isolation (usually a chair placed beyond physical and verbal contact with the other students or adults).

c GIVE REASONS AND DESCRIBE THE BEHAVIOUR. Tell the student why he/she is sent to isolation and state the time period (e.g. “Jill, you are still hitting Karen. Go and sit quietly on that chair for five minutes”). During the isolation the student is not to attempt contact with people involved in the activity.

d RELEASE FROM ISOLATION. If he/she sits quietly for five minutes the student is allowed to resume the activity (e.g. “Okay Jill, you may get off the chair now”) and at the first opportunity give positive attention for desirable behaviour.

e NON COMPLIANCE WITH ISOLATION. If the student will not go to isolation, or does not sit the specified time in isolation, remove from room or completely away from activity. If the student gains attention through physical aggression or abuse of property then this becomes severe negative behaviour.

RESTITUTION (PAY BACK)
Restitution (or ‘Pay Back’) is a form of punishment procedure in which a specified work task must be completed contingent on the occurrence of physical aggression or abuse of property. If the child is gaining attention when either of these behaviours occurs, some other procedures (TIME OUT?) would be instituted first, followed by restitution.

HOW TO IMPLEMENT RESTITUTION
a APPLY PAY-BACK CONSEQUENCE. Gain the child’s attention. Explain that because of the serious hurt to another person, or damage to property, he/she will have to ‘restore’ or ‘make good’ this harm by doing some specific work or paying back out of pocket money. Give the child an opportunity to define the appropriate work but the adult must judge appropriateness (i.e. no discussion).

b ASSIGN THE WORK TASK. Try to select a task appropriate to the behaviour. Specify exactly how much work is to be done (e.g. washing or cleaning walls or furniture that has been marked, or thoroughly tidying room which was messed up). If the student refuses the work he/she cannot be involved in anything else until the task is completed. Ensure the student remains in specified work area until the task is complete.

c GIVE MINIMUM ATTENTION TO THE STUDENT. While the work is being done, give only the minimum amount of supervisory attention. Ignore complaints. Discourage communication with other students. If necessary, introduce a new activity for the others.

d INFORM THE STUDENT WHEN THE TASK IS COMPLETED. When the task is completed according to specification inform the student that restitution is finished.

e LATER REINFORCE POSITIVE BEHAVIOUR. Give positive attention at the first available opportunity after the task has been completed. If paying back by means of money, keep student informed of progress.

Each of the following consequences is at the severest end of this school’s behaviour management plan. The principle of using the ‘heaviest’ procedures as a last resort is strongly reinforced. As an overall strategy staff should try never to reach this ‘bottom line’. The majority of inappropriate behaviour should be redirected or diverted so that neither students nor staff should find themselves coping with severe inappropriate behaviour very often.
**AFTER SCHOOL DETENTION**

After school detention is an activity to be supervised by the Principal or Deputy Principal from 3.00 to 4.00. This detention cannot be implemented without prior consultation with parents. The consultation is not to gain approval, rather as a courtesy so parents are able to make arrangements to collect their child from school. A minimum of one day’s notice is required prior to implementing an after school detention.

How to implement an after school detention

a. **MEET WITH PRINCIPAL** – the teacher is to meet with the Principal/Deputy Principal to discuss the establishment of an after school suspension. At the meeting evidence outlining all previous strategies used is to be presented. Provided there is adequate supporting documentation the Principal will instigate an after school detention.

b. **CONTACT PARENTS** - The Principal and classroom teacher will contact the child’s parents. The purpose is to present supporting documentation mentioned above. This contact should only present the parents with information relating to the most recent inappropriate behaviour. There is an obligation on members of the school team to keep parents up to date with strategies used and outcomes achieved.

c. **APPLY CONSEQUENCE** – the student is to be collected from their class by the Principal or Deputy Principal. The after school detention is to be conducted in a suitably isolated room where the level of external stimulation is minimised. For this reason it is important that after school detention is not conducted one on one. On occasions where only one student is on detention there must be a minimum of two adults present. If more than one student is on detention they are not to be permitted to talk to each other.

d. **AFTER CONSEQUENCE** - At a separate time (convenient to the teacher) the teacher and the student are to negotiate a behaviour management contract. Completed copies of ‘Behaviour Reflection Form’ and behaviour contract are to be sent to the Principal or Deputy Principal, and home to the parents. Parents will also be given the opportunity to attend a meeting to discuss their child’s behaviour in detail.

**INTERNAL SUSPENSION**

Internal suspension is the second last strategy in the school’s behaviour management plan. It should only be used when all previous strategies have been trialled and rejected. Prior to implementing an internal suspension the teacher and Principal will jointly review all strategies trialled and plan the specifics of each particular in case.

How to Implement Internal Suspension

a. **MEET WITH PRINCIPAL** – The classroom teacher and the Principal meet to discuss the establishment of an internal suspension. At the meeting evidence outlining all previous strategies used is to be presented. Provided there is adequate supporting documentation the Principal will instigate an internal suspension

b. **MEET WITH PARENTS** – The Principal and classroom teacher will meet with the child’s parents. The purpose of this meeting is to present supporting documentation mentioned above. This meeting should only present the parents with information relating to the most recent inappropriate behaviour. There is an obligation on members of the school team to keep parents up to date with strategies used and outcomes achieved.

c. **GIVE REASONS AND DESCRIBE THE BEHAVIOUR** – Tell the student why he/she is being internally suspended and state the time period (e.g. “Jill, you are still hitting Karen. I have warned you about this. We have worked with you on this by ... You will be on internal school suspension for ___ days.”)

d. **APPLY CONSEQUENCE** – As soon as the student arrives at school he/she is to present him/herself to the office. At this time the Principal or Deputy Principal will isolate the student in their office. The student will remain isolated for the duration of their internal suspension. The student will eat their lunch at play at times separate to the other students in the school. The student will have work prepared by their teachers or provided by a member of the administration team.

e. **AFTER CONSEQUENCE** – Prior to the student returning to the general school population he/she will be required to attend an interview with the school’s guidance officer. Parents will also be given the opportunity to attend a meeting to discuss their child’s re-entry program in detail. At this interview the student and the guidance officer will negotiate a behaviour contract.

f. A completed copy of the behaviour contract will be sent to the Principal or Deputy Principal, the classroom teacher and home to the parents.
SCHOOL DISCIPLINARY ABSENCES

This is the final step in the school's behaviour management plan. Enforcing a school disciplinary absence should only be used as a last resort. Prior to implementing a school disciplinary absence the teacher and Principal will jointly review all strategies used to date and the circumstances leading to the current situation. The duration of each school disciplinary absence is reliant on the severity of individual circumstances. As a rule of thumb though, shorter disciplinary absences (1-5 days) will be used prior to longer disciplinary absences (6-20 days).

Procedures for implementing school disciplinary absences have been clearly and thoroughly developed by Education Queensland. These procedures are documented in Education policy and procedures register: SMS-PR-025: School Disciplinary Absences

STUDENTS RETURNING TO SCHOOL: Prior to the student returning to school he/she and a parent or caregiver will be required to attend an interview with the school's guidance officer, classroom teacher and Principal/Deputy Principal. At this interview the student and their parent will:

- be informed of any special graduated return to school conditions and
- receive detailed information relating to behavioural expectations.

- The student will be required to negotiate a behaviour contract with the classroom teacher Principal or Deputy Principal and guidance officer if available.

- A completed copy of the behaviour contract will be sent to the Principal or Deputy Principal, the classroom teacher and home to the parents.

- For the first two weeks after a disciplinary absence of more than 5 days, the student will be required to report to the Principal/Deputy Principal on a daily basis and the guidance officer on a weekly basis.
Lower School Behaviour Reflection Form

Name: ___________________________________________

Date: ____________________  Time: _____________________

What made me feel upset?

____________________________________________________________________________________________________

What did I do wrong?  

____________________________________________________________________________________________________

What should I do?  

____________________________________________________________________________________________________

Can I do the right thing?  Yes  No

This is me doing the right thing next time

____________________________________________________________________________________________________
# Appendix 5

## Middle School Behaviour Reflection Form

Name: ____________________________

Class: ___________________________   Date: ______________________________   Time: ______________

What did you do wrong? ________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Were you hurt? If yes how? _____________________________________________________________
____________________________________________________________________________________

Was anyone else hurt? If yes how? _____________________________________________________
____________________________________________________________________________________

What should you have been doing? _____________________________________________________
____________________________________________________________________________________

Which rule did you break? **School Rules**
- **Learning**: We give everyone a chance to teach and learn without interruption.
- **Safety**: We act in a manner that is safe to us and others.
- **Respect**: We treat others as we wish to be treated.
- **Communication**: We speak and listen with respect using good manners.

Which of the **5Cs** did you break?
- **Caring**
- **Courtesy**
- **Consideration**
- **Co-operation**
- **Common sense**

What could you do instead next time? _____________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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*Where Individuals are Valued*
### Upper School Behaviour Reflection Form

**Name:** _______________________________________________

**Class:** _________  
**Date:** ___________________________  
**Time:** ______________

#### Where were you?

#### What did you do wrong?

#### On a scale of 1 – 10 how did you feel after this happened? (1 is very bad, 10 is very good)

<table>
<thead>
<tr>
<th>Which rule did you break?</th>
<th>Which of the 5Cs did you break?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] <strong>Learning:</strong> We give everyone a chance to teach and learn without interruption.</td>
<td>[ ] Caring</td>
</tr>
<tr>
<td>[ ] <strong>Safety:</strong> We act in a manner that is safe to us and others.</td>
<td>[ ] Courtesy</td>
</tr>
<tr>
<td>[ ] <strong>Respect:</strong> We treat others as we wish to be treated.</td>
<td>[ ] Consideration</td>
</tr>
<tr>
<td>[ ] <strong>Communication:</strong> We speak and listen with respect using good manners.</td>
<td>[ ] Co-operation</td>
</tr>
</tbody>
</table>

#### How might you have better handled the situation?

#### Was anyone else involved (if so who):

#### If there were any other people involved, did they do anything wrong? If so what?

#### Did you get hurt? If yes how?

#### Was anyone else hurt? If yes how?

#### How could you have handled the situation better?

#### What could you do now to help make things better?

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*Where Individuals are Valued*
KNIFE POLICY

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

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

If a student has a knife at school, they can expect serious consequences. This could include suspension, exclusion or referral to police.

What kinds of knife are banned?

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

The Principal and Deputy 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 (e.g. suspension)
• 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 our 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 a member of the Admin. Team.