MAIDAVALE STATE SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS
Maidavale State School

Responsible Behaviour Plan for Students
2016

1. Purpose

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

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

2. Consultation and data review

Maidavale State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during October 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Principal Supervisor in November 2015 and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

All areas of Maidavale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour Learning.

Behaviour
Our school community values:
- Honesty, Tolerance, Compassion, Responsibility: self and others, Respect, Self-Liking and Safety,
- Emotional intelligence, Relationships, Empathy, Fairness, Belonging and Self-monitoring,
- Trustworthiness, Awareness and Supportiveness
- Confidence, Persistence, Getting Along, Resilience and Organisation

Our school community believes:
- Every child can change; change comes from internally, given environmental opportunities and support;
- Every child can develop positively; behaviour is seen as separate from the child; all children want to be accepted, included;
- Every child is precious to their own society; all children need guidance to achieve positive change strong positive modelling; and celebrating success with children.

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

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

- Be safe;
- Be responsible;
- Be respectful; and
- Be a learner

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

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

- Universal behaviour support

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

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix (Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies (formal and informal) and during active supervision by staff during classroom and non-classroom activities;
- Explicit lessons from our wellbeing programs (‘Program Achieve: You can Do It’ and ‘Friends’)

Maida Vale State School implements the following proactive and preventable processes and strategies to support student behaviour:

- A dedicated section of the newsletter, enabling parents to be actively and positively involved in school behaviour
- Comprehensive induction programs in the Maida Vale State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
Targeted behaviour support

Maidavale State School implements the following proactive and preventable processes and strategies to support student behaviour:

- A dedicated section of the newsletter, enabling parents to be actively and positively involved in school behaviour
- Induction programs for new and old students, new staff and relief staff of the Maidavale State School Responsible Behaviour Plan for Students;
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- A Kids Matter Framework to create a positive approach to behaviour;
- Positive reward systems, ‘Going For Gold’ such as stickers, certificates and prizes;
- School Behaviour Plan and Program discussed frequently at P&C meetings;
- Anti-Bullying Program
- The use of knives at school: Fact Sheet

Anti-Bullying Program

Maidavale State School targets anti-bullying to support students at a whole school level. The school framework outlines our school’s approach following consultation with the school community while the parents’ strategies can assist children vulnerable to bullying.

Specific policies have been developed to address:

- The use of personal technology devices at school (Appendix 2);
- Procedures for Preventing and Responding to incidents of bullying (Appendix 3); and
- Appropriate Use of Social Media (Appendix 4).

Reinforcing expected school behaviour

At Maidavale State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Staff members are well informed and kept up to date on behaviour issues, harassment and bullying issues via regular discussions at staff meetings, staff Intranet and individual approaches made by the principal, Guidance Officer or Behaviour Management Support Teacher.

School staff receive regular support and training in appropriate prevention and responsive strategies. These have led to the development and use of effective classroom and playground strategies and practices throughout the school. Staff are always reminded to be persistent and consistent.

Maidavale State School Positive Reinforcement and Rewards

Students are encouraged to be responsible for their actions. They assist with the development of proactive behaviour strategies through their involvement in:

- Classroom lessons and formal gatherings
- Whole school buddy opportunities
- Kids Matter initiatives
- Student council
- Adopt a Cop participation
Positive reinforcement is used by the staff to encourage students to try to develop their self-esteem. A variety of strategies are used throughout the school:

- Encouragement and positive feedback
- Verbal and non-verbal praise
- Build class and individual pride
- Classroom rewards
- Extra responsibilities
- Recognised in the newsletter
- Awards: e.g. Principal awards, school rules awards, keys to success awards

These positive behaviours are recorded on the student’s OneSchool record (Appendix 9)

**Responding to unacceptable behaviour**

**Re-directing low-level and infrequent problem behaviour**
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to use the ‘Going for Gold’ chart, remind the student of expected school behaviour and give them a chance to alter their behaviour so that it aligns with our school's expectations. If the student’s unacceptable behaviour continues their name is moved down the ‘Going for Gold’ ladder to a warning level. They are reminded that if their unacceptable behaviour continues their name will be moved down the ladder to the timeout/thinking chair where they will be required to go to the timeout area to reflect further on their behaviour and further discuss their behaviour with the teacher. If the student is still unable to display expected behaviour they will be sent to the buddy class to have some time to calm down and re-evaluate their behaviour. Maidavale State School’s Inappropriate Behaviour Flow Chart (Appendix 12) displays this response to unacceptable behaviour.

**Targeted Behaviour support: Warning Notice (Appendix 11)**
Students who continue to display inappropriate behaviour are issued with a Warning Notice on their third time out. When a Warning notice is given, the teacher or administrator discussed the problem behaviours with the student and encourages them to reflect on and alter their behaviour before it escalates to a higher level.

In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students whose behaviour does not improve after a second Warning Notice or whose previous behaviour indicates a need for a specialised intervention, are provided with intensive behaviour support and an Individual Behaviour Support Plan is written for that student.

**Intensive behaviour support**

**Intensive Behaviour Support: Behaviour Support Team**
Maidavale State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:

- Facilitates a Functional Behaviour Assessment for appropriate students;
- Works with other staff members to develop appropriate behaviour support strategies;
- Monitors the impact of support for individual students through ongoing data collection;
• Makes adjustments as required for the student; and
• Works with the School Behaviour Leadership Team to achieve continuity and consistency.

The **Intensive Behaviour Support Team** has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begins the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional behavioural support.

### 5. Emergency responses or critical incidents

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

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

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**Basic defusing strategies**

*Avoid escalating the problem behaviour*

Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

*Maintain calmness, respect and detachment*

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

*Approach the student in a non-threatening manner*

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

*Follow through*

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

*Debrief*

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

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

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

When dealing with serious behaviours, it is important that all staff understand the underlying function of the behaviour and that:
- Physical intervention cannot be used as a form of punishment.
- Physical intervention must not be used when a less severe response can effectively resolve the situation.

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

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

Training
Suitable training will be offered to staff when it becomes available and practicable to attend or participate.

Temporary Confiscation of Student Property
The principal or staff member of a state school has the power to temporarily remove property from a student and have set procedures to follow when property is temporarily removed.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.
Under normal circumstances, a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

**Responsibilities**

**Principals:**
- Ensure staff are aware of their powers and responsibilities to temporarily remove property from students.
- Ensure parents and students are:
  - informed of the powers and responsibilities of staff to temporarily remove property from students; and
  - aware of the expectations in relation to property students may bring to school;
- Included within their Responsible Behaviour Plan for Students [http://education.qld.gov.au/studentservices/behaviour/bm-plans.html](http://education.qld.gov.au/studentservices/behaviour/bm-plans.html) examples of property that may be temporarily removed including: mobile phones, inappropriate magazines, toys, electronic devices, weapons, illegal substances and anything that causes disruption to learning or threatens the safety of students and staff.

**Staff members (including principals):**
- Follow appropriate processes regarding:
  - confiscation of property;
  - return of confiscated property;
  - circumstances where confiscated property need not be made available for collection; and
  - making deciding on a reasonable time to make property available for collection.

**Students:**
- Ensure they do not bring property onto school grounds that:
  - is illegal;
  - puts at risk the safety or wellbeing of other students or staff;
  - does not preserve a caring, safe, supportive or productive learning environment;
  - does not maintain and foster mutual respect; or
  - is prohibited according to the school’s responsible behaviour plan for students.
  - Collect their property when advised by staff.

**Parents:**
- Ensure children do not bring property onto schools grounds that:
  - is illegal to possess;
  - puts at risk the safety or wellbeing of other students or staff;
  - does not preserve a caring, safe, supportive or productive learning environment;
  - does no: maintain and foster mutual respect; or
  - is prohibited according to the school’s responsible behaviour plan for students;
  - Collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.

*Malvadale State School - Responsible Behaviour Plan – To be reviewed 2019*
Process
Confiscation of property
- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
  - preserve the caring, safe, supportive and productive learning environment of the school;
  - maintain and foster mutual respect among staff and students at the school;
  - encourage all students to take responsibility for their own behaviour and the consequences of their actions;
  - provide for the effective administration of matters about the students of the school; or
  - ensure compliance with the School’s Responsible Behaviour Plan for students or any other directive, guideline or policy.

Return of confiscated property
- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so.
- When making decisions, consider:
  o the property’s condition, nature or value;
  o the safety of the students and staff; and
  o the good order and management, administration and control of the school.
- Where the child is an independent student it may not be appropriate to make the property available for collection by the student’s parents and the property should be returned to the student.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection
- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
- Notify police about the removal of the property (http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx); and
- If police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or
- If the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld), the property need not be made available by the school for collection. (http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowersResAct00.pdf).
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student’s parents that the property is available for collection but has not been able to make contact, then staff need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.
Deciding a reasonable time to make property available for collection
- When deciding on a reasonable time for making property available for collection, consider the:
  - condition, nature or value of the property;
  - circumstances in which the property was removed;
  - safety of the students from whom the property was removed, other students or staff members; and
  - good management, administration and control of the school.

Record keeping
- Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
  - Incident report (Appendix 5);
  - Health and Safety incident record;
  - Debriefing report (for student and staff) (Appendix 6); and
  - OneSchool report.

Related Policies
- Police Powers and Responsibilities Act 2000 (Qld)
- The Code of School Behaviour
- Safe, Supportive and Disciplined School Environment
- Appropriate Use of Mobile Telephones and Other Electronic Equipment by Students
- Police Interviews and Police or Staff Searches at State Educational Institutions
- Disclosing Student Personal Information to the Queensland Police Service

6. Consequences for unacceptable behaviour

Maidavale State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences (Management of unacceptable behaviour Appendix 9) Our school seeks to ensure that responses to unacceptable behaviours are consistent and proportionate to the nature of the behaviour. OneSchool referral is used to record all minor and major problem behaviour (Appendix 10) The recording on OneSchool by staff of three similar minor behaviours constitutes a major behaviour.

Behaviour Consequences are tracked using the Warning Notice System (Appendix 8). This system allows students multiple opportunities to re-evaluate their unacceptable behaviours. It also gives students, staff and parents clear and predictable steps for managing unacceptable behaviours. Although these steps are sequential, if a student displays serious behaviours a warning notice that reflects the seriousness of the incident will be given instantly by the Administration.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens; and
- **Major** problem behaviour is referred directly to the school Administration team.
Minor behaviours:
- Minor breaches of the school rules;
- Unserious harm to others or cause you to suspect that the student may be harmed;
- Non violation of the rights of others in any serious way;
- No pattern of problem behaviours;
- No involvement of specialist support staff or administration required.

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

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then informs Administration and completes a Behaviour Incident Record in OneSchool.

Major problem behaviours usually result in one or more of the following consequences:

- **Level One**
  Time out, removal to office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence;

- **Level Two**
  Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school;

- **Level Three**
  Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues e.g. loss of privileges, loss of playtime, parent notification; and
- identify how they will change their behaviour so it is in line with expected school behaviour.

Should a problem behaviour be repeated, the supervising staff member will remind the student of the consequences of their problem behaviour and act upon it.

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

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

Record keeping

7. Network of student support

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

- parents
- teachers
- support staff
- administration staff
- guidance officer
- behaviour support Teacher
- senior guidance officer
- school based police officer
- Advisory visiting teachers.

External support is also available through the following government and community agencies:

- Disability Services Queensland;
- Child and Youth Mental Health;
- Queensland Health;
- Department of Communities (Child Safety Services);
- Police;
- Local Council;
- Neighbourhood Centre; and
- Rural Health.
8. Consideration of individual circumstances

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

- Maidavale State School considers the individual circumstances of students when applying support and consequences by:
  - promoting an environment which is responsive to the diverse needs of its students;
  - applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
  - recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state; and
  - recognising the rights of all students to:
    - express opinions in an appropriate manner and at the appropriate time;
    - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
    - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (iCT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

[Signatures]

Principal
[Signature]

P&C President or Chair, School Council
[Signature]

Date effective: from December 2015 to December 2019
APPENDIX

1. The Schoolwide Expectations Teaching Matrix

2. The use of personal technology devices at school

3. Procedures for Preventing and Responding to incidents of bullying

4. Appropriate Use of Social Media

5. Use of knives at school: Fact Sheet

6. Debriefing Report

7. Incident Report: Question Sheet

8. Management of Unacceptable Behaviour

9. OneSchool: Record Incident (Single & Multiple), Positive Behaviour Record

10. Targeted Behaviour support: Warning Notices Levels 1-3

11. Term behaviour Record Sheet

12. Unappropriate Behaviour Flow Chart
### Maidavale State School School-Wide Expectations Teaching Matrix

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<th>SCHOOL RULES AT MAIDAVALE WE ARE:</th>
<th>ALL SCHOOL SETTINGS (SCHOOL WIDE)</th>
<th>BEFORE &amp; AFTER SCHOOL</th>
<th>LEARNING TIME</th>
<th>BREAK TIMES</th>
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<td>learn.</td>
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<td>titles.</td>
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<td>Respect the</td>
<td>environment.</td>
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<td>Respect our own, others and</td>
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<td>opinions and</td>
<td>- Take turns</td>
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<td>school property.</td>
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<td>ideas of</td>
<td>and share.</td>
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<td></td>
<td>Are honest and make positive</td>
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<td>others.</td>
<td>- Use school</td>
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<td></td>
<td>choices.</td>
<td></td>
<td>- Show pride</td>
<td>language.</td>
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<td></td>
<td>Respect the right of the staff to</td>
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<td>in our work.</td>
<td>- Get along</td>
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<td></td>
<td>do their job.</td>
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<td>with others.</td>
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<td>RESPONSIBLE</td>
<td>We:</td>
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<td></td>
<td>Own our behaviour.</td>
<td>Seek permission to</td>
<td>Maintain good</td>
<td>Report</td>
<td>Proudly</td>
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<td></td>
<td>Act honestly.</td>
<td>leave the classroom</td>
<td>attendance.</td>
<td>inappropriate</td>
<td>represent our</td>
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<td></td>
<td>Accept consequences and rewards</td>
<td>as required.</td>
<td>- Learn and</td>
<td>or unsafe</td>
<td>school.</td>
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<td>for our behaviour.</td>
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<td>let others</td>
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<td>Report problem behaviours to the</td>
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<td>learn.</td>
<td>- Keep our</td>
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<td>right person at the right time.</td>
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<td>arrive on time,</td>
<td>eating area</td>
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<td>Wear school uniform with pride.</td>
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<td>are organised</td>
<td>clean.</td>
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<td>LEARNER</td>
<td>We:</td>
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<td></td>
<td>Do our best work.</td>
<td>Arrive on time and</td>
<td>Take turns,</td>
<td>Participate</td>
<td>Proudly share</td>
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<td></td>
<td>Listen and follow instructions.</td>
<td>ready to learn.</td>
<td>share and</td>
<td>fully in</td>
<td>our work.</td>
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<td>Equip and organise ourselves for</td>
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<td>stay on task.</td>
<td>planned</td>
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<td></td>
<td>learning.</td>
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<td>Complete all</td>
<td>activities,</td>
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<td>Consider our ideas and value the</td>
<td></td>
<td>tasks to the</td>
<td>clubs.</td>
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<td>ideas and thinking of others.</td>
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<td>best of our</td>
<td>- Follow</td>
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<td>Demonstrate whole body listening.</td>
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<td>ability.</td>
<td>lunchtime</td>
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<td>We:</td>
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<td>Set goals to</td>
<td>procedures.</td>
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<td>improve.</td>
<td>- Role model</td>
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<td>Seek help with</td>
<td>behaviour for</td>
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<td>our learning.</td>
<td>other students.</td>
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<td>Persist when</td>
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<td>learning new</td>
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<td>- Follow lunchtime</td>
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<td>other students.</td>
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<td>- Show leadership.</td>
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</table>
Appendix 2

The Use of Personal Technology Devices* at School

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

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

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Maldavale 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 were 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\(^7\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students Involved in:
- Recording; and/or
- Disseminating material (through text messaging, display, internet uploading etc); and/or,
- Knowingly being a subject of a recording

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

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

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

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

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

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

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

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

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\(^7\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 3

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

Purpose
Maidavale State School strives to create positive, predictable environments for all students at all
times of the day. The disciplined and teaching environment that we are creating is essential to:
• Achieving overall school improvement, including the effectiveness and efficiency of our
  student support procedures
• Raising achievement and attendance
• Promoting equality and diversity and
• Ensuring the safety and well-being of all members of the school community.

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

Bullying behaviours that will not be tolerated at Maidavale State School include name-calling,
taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings,
inappropriate text messaging, sending offensive or degrading images by phone or Internet,
producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and
untruthful rumours.

Bullying may be related to:
• Race, religion or culture
• Disability
• Appearance or health conditions
• Sexual orientation
• Sexist or sexual language
• Children acting as carers; or
• Children in care.

At Maidavale State School there is broad agreement among students, staff and parents that
bullying is observable and measurable behaviour. When considering whether or not bullying has
occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals
involved, or the frequency of its occurrence. Whether bullying behaviour is observed between
students of equal or unequal power, whether it occurs once or several times, and whether or not
the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be
responded to in similar fashion, that is, as categorically unacceptable in the school community.

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

The anti-bullying procedures at Maidavale State School are an addition to our schoolwide positive
behaviour processes. This means that all students are being explicitly taught the expected school
behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on
bullying and how to prevent and respond to it is a subset of procedures that our students are
already accustomed to.
Prevention
 Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school;
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school;
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the three-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Maidavale State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Maidavale State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 4

Appropriate use of Social Media

Maidavale State School embraces the amazing opportunities that technology and internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development through an opportunity to develop friendship and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Maidavale State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Maidavale State School will face disciplinary action for simply having an account on Facebook or other media site.

As set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 3 it is unacceptable for students to bully, harass or victimise another person whether within Maidavale State School or while online. Inappropriate online behaviours can have a negative impact on student learning and the food order and management of Maidavale State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Maidavale State School engaging in appropriate online behaviour.

Roles of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its natural will result in the disclosure and sharing of personal information by signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no contact over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour to have the potential to embarrass and affect students others and the school in years to come.

Appropriate use of social media
Students of Maidavale State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:
- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing their parents’ face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Maidavale State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigations.

Maidavale State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact on the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal defamation.

There are significant penalties for these offences.

Maidavale State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Maidavale State School expects its students to engage in positive online behaviours.
Appendix 5
The Use of Knives at School
Fact Sheet

Working together to keep Maidavale State School Safe
We can work together to keep knives out of school. At Maidavale State School:
- Every student has the right to feel safe and be safe at school.
- Knives are not allowed to be taken to school by students.
- 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, such as a complaint or criminal charges filed with police. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
- Knives of any type are not allowed at school, including flick knives, ballistc 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 required for school activities will be provided by the school. School staff will supervise their use.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- 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 students help to keep Maidavale State School safe?
- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Maidavale State School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.
Appendix 6
Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention and/or
- Address organisational problems and make appropriate changes

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
## Incident Report

**Name:**

**Date:**

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
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<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
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</thead>
</table>

**Where was the student when the incident occurred?**

**Who was working with the student when the incident occurred?**

**Where was staff when the incident occurred?**

**Who was next to the student when the incident occurred?**

**Who else was in the immediate area when the incident occurred?**

**What was the general atmosphere like at the time of the incident?**

**What was the student doing at the time of the incident?**

**What occurred immediately before the incident? Describe the activity, task, and event.**

**Describe what the student did during the incident.**

**Describe the level of severity of the incident. (e.g. damage, injury to self/others)**

**Describe who or what the incident was directed at.**

**What action was taken to de-escalate or re-direct the problem?**

**Briefly give your impression of why the student engaged in the above-described incident. (E.g. was angry because I asked him/her to stop teasing).**
## Appendix 8
Management of Unacceptable Behaviour in the Playground

### LEVEL 1

<table>
<thead>
<tr>
<th>Examples of inappropriate behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested follow up for the class/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>No hat</td>
<td>Question strategy</td>
<td>Send to undercover area</td>
<td>Reinforce School Rules with the class.</td>
</tr>
<tr>
<td>No shoes</td>
<td>Question to find reason for bullying</td>
<td>No play e.g., sit in the eating area</td>
<td>Let children know what your expectations are</td>
</tr>
<tr>
<td>Being in wrong play area</td>
<td>Give a clear message that the behaviour is unacceptable</td>
<td>Walk with a teacher</td>
<td>Try to find reasons for bullying and respond accordingly (Appendix 3)</td>
</tr>
<tr>
<td>Running on cement/steps/verandas</td>
<td>Support the victim by: acknowledging what has happened and/or arranging a buddy of needed.</td>
<td>Pick up litter/leaves</td>
<td></td>
</tr>
<tr>
<td>Running through gardens</td>
<td></td>
<td>Verbal apology</td>
<td></td>
</tr>
<tr>
<td>Playing in the toilets</td>
<td></td>
<td>Detention / loss of play</td>
<td></td>
</tr>
<tr>
<td>Pushing/shoving</td>
<td></td>
<td>Confiscation of personal technology device until the end of the day</td>
<td></td>
</tr>
<tr>
<td>Teasing/Annoying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On veranda/in classrooms/garden without permission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sitting during eating time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance with school dress code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaches of Personal Technology Devices Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low level bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL 2

<table>
<thead>
<tr>
<th>Examples of inappropriate behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested follow up for the class/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of behaviour in Level 1</td>
<td>Send away audience</td>
<td>Loss of playtime for that period</td>
<td>Try to find reasons for bullying and respond accordingly (Appendix 3).</td>
</tr>
<tr>
<td>Continued non-compliance with school dress code</td>
<td>Wait and demand the children talk with respect</td>
<td>Walk/sit with the teacher</td>
<td></td>
</tr>
<tr>
<td>Swearing in general</td>
<td>Both sides of the story heard</td>
<td>Written apology to the teacher/student</td>
<td></td>
</tr>
<tr>
<td>Disobedience</td>
<td>Support the victim by: Talking about the problem and the solutions; Talk about right to feel safe and the need to approach certain people for support</td>
<td>Clean the area</td>
<td></td>
</tr>
<tr>
<td>Insolence</td>
<td></td>
<td>Items confiscated and held at the office for collection by parents</td>
<td></td>
</tr>
<tr>
<td>Spitting</td>
<td></td>
<td>Peer Mediation for persistent offenders of Medium Level Bullying</td>
<td></td>
</tr>
<tr>
<td>Throwing objects</td>
<td></td>
<td>Time Out</td>
<td></td>
</tr>
<tr>
<td>Fighting / hitting / pushing</td>
<td></td>
<td>Consequences for infringements will comply with Education Queensland's procedures* (e.g., Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)</td>
<td></td>
</tr>
<tr>
<td>Teasing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Breaches of Personal Technology Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium Level Bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LEVEL 3

<table>
<thead>
<tr>
<th>Examples of inappropriate behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested follow up for the class/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of Behaviour in Levels 1 &amp; 2</td>
<td>Send away audience</td>
<td>Child to write a letter of apology to victim</td>
<td>Trying to find reasons for the bullying and respond accordingly (Appendix 3)</td>
</tr>
<tr>
<td>Continued non-compliance with school dress code</td>
<td>Wait and demand the children talk with respect</td>
<td>If objects are broken, restitution may be sought</td>
<td>Selection of Social Skills lessons programs such as “Bullying, No Way! Kit.”</td>
</tr>
<tr>
<td>Refusing to follow a direct instruction</td>
<td>Both sides of the story heard</td>
<td>Detention / Time-out</td>
<td>Functional Behaviour Analysis</td>
</tr>
<tr>
<td>Insolence</td>
<td>Support the victim by: Admin to contact parents; Possible counselling by qualified personnel</td>
<td>Suspension 1-5 days</td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td></td>
<td>Involvement of police</td>
<td></td>
</tr>
<tr>
<td>Explicit / printed / material in written / illustration / photographic / electronic for</td>
<td>Consequences for infringements will comply with Education Queensland’s procedures* (e.g. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)</td>
<td>Loss of privileges</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of Personal Technology Devices Policy</td>
<td></td>
<td>DEFINITE CONSEQUENCES</td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td></td>
<td>Third Warning Notice</td>
<td></td>
</tr>
<tr>
<td>Fighting causing physical injury</td>
<td></td>
<td>Refer to Admin: Parents to be contacted by telephone or posted a letter</td>
<td></td>
</tr>
<tr>
<td>Abusing / threatening staff</td>
<td></td>
<td>Administration to organise the development of written Behaviour Management Plan</td>
<td></td>
</tr>
<tr>
<td>High Level Bullying</td>
<td></td>
<td>Involvement of Behaviour Management Support Teacher</td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL 4

<table>
<thead>
<tr>
<th>Examples of inappropriate behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested follow up for the class/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of all inappropriate behaviour in Levels 1,2 &amp; 3</td>
<td>Social Skills Program</td>
<td>Detention / Time out</td>
<td>Involvement of support personnel</td>
</tr>
<tr>
<td>Prohibited substances (drugs / alcohol / cigarettes)</td>
<td>Contact Police</td>
<td>Suspension 1-5 days, 6-20 days</td>
<td>Social Skills Lessons</td>
</tr>
<tr>
<td>Serious vandalism and theft</td>
<td>Support the Victim by: Talking about the problem and possible solutions</td>
<td>Suspension with Recommendation of exclusion</td>
<td>Alcohol Lessons</td>
</tr>
<tr>
<td>Verbal abuse</td>
<td>Administration contacting parents</td>
<td>Behaviour Improvement Condition</td>
<td>Drug Education</td>
</tr>
<tr>
<td>Assault</td>
<td>Possible counselling by qualified personnel</td>
<td>Involvement of Police</td>
<td>Bullying and Harassment Lessons</td>
</tr>
<tr>
<td>Violence</td>
<td>Release time for abused staff member</td>
<td>DEFINITE CONSEQUENCES</td>
<td>Crime Prevention</td>
</tr>
<tr>
<td>Threats to staff</td>
<td>Principal to follow EPPR guidelines e.g. Police, CJC Child Safety</td>
<td>Interview with parents</td>
<td>Discrimination</td>
</tr>
<tr>
<td>High Level Bullying</td>
<td></td>
<td>Administration of Support Staff to develop a written Behaviour Management Plan</td>
<td>Try to find reasons for bullying and respond accordingly (Appendix 3)</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td></td>
<td>Consequences for infringements will comply with Education Queensland’s procedures* (e.g. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures)</td>
<td></td>
</tr>
</tbody>
</table>
Management of Unacceptable Behaviour in the Classroom

**LEVEL 1**

<table>
<thead>
<tr>
<th>Examples of inappropriate behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested follow up for the class/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calling out</td>
<td>• Student aware of and classroom rules displayed</td>
<td>• Complete work during break</td>
<td>• Reinforce appropriate classroom Rules and School Rules</td>
</tr>
<tr>
<td>• Tilting Chairs</td>
<td>• Non-verbal signals (eye contact standing close to offender)</td>
<td>• Record of misbehaviour</td>
<td>• Let children know what your expectations are</td>
</tr>
<tr>
<td>• Deliberate excessive noise</td>
<td>• Talk to student individually</td>
<td>• Detention during lunch</td>
<td>• Try to find the reasons for bullying and respond accordingly (Appendix 3)</td>
</tr>
<tr>
<td>• Homework not completed</td>
<td>• Ascertain reason</td>
<td>• Written / verbal apology to class / teacher</td>
<td></td>
</tr>
<tr>
<td>• Failure to adhere to classroom rules</td>
<td>• Warning</td>
<td>• Remove from privileges and pleasures e.g. class activities, art, sport</td>
<td></td>
</tr>
<tr>
<td>• Disobedience</td>
<td>• Direct student back to task</td>
<td>• Time-out in classroom</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate computer use</td>
<td>• Consider seating plans</td>
<td>• Confiscation of Personal Technology Device until the end of the day</td>
<td></td>
</tr>
<tr>
<td>• Non-compliance with school dress code</td>
<td>• If appropriate ignore and draw attention to correct behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Breaches of Personal Technology Devices Policy</td>
<td>• Remove object (chair, ruler, rubber, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pushing / Shoving</td>
<td>• Be consistent, give counts to remind student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teasing</td>
<td>• Student to identify why their behaviour is inappropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Annoying Others</td>
<td>• Classroom meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Low Level Bullying</td>
<td>• Question strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cyberbullying</td>
<td>• Support victim by acknowledging what has happened</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEVEL 2**

<table>
<thead>
<tr>
<th>Examples of inappropriate behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested follow up for the class/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continuation of Level 1 Behaviour</td>
<td>• Teacher talk to Principal</td>
<td>• Clean up their own damage</td>
<td>• Try to find reasons for bullying and respond accordingly (Appendix 3)</td>
</tr>
<tr>
<td>• Interfering with others' right to learn</td>
<td>• Teacher talk to parent</td>
<td>• Detention Time-out in classroom</td>
<td>• Questioning strategy</td>
</tr>
<tr>
<td>• Insolence</td>
<td>• Contact made with learning support Teachers and Guidance Officer</td>
<td>• Loss of class privileges</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate talk in class (Swearing)</td>
<td></td>
<td>• Documentation of misbehaviour</td>
<td></td>
</tr>
<tr>
<td>• Lack of respect for others' feelings and property</td>
<td></td>
<td>• Making restitution</td>
<td></td>
</tr>
<tr>
<td>• Disobedience</td>
<td></td>
<td>• Communication with parents</td>
<td></td>
</tr>
<tr>
<td>• Stealing</td>
<td></td>
<td>• Peer mediation</td>
<td></td>
</tr>
<tr>
<td>• Deliberate interruptions of teacher's lesson</td>
<td></td>
<td>• Time out</td>
<td></td>
</tr>
<tr>
<td>• Damaging property</td>
<td>• Talking about the problem and possible solutions</td>
<td>Consequences for infringement will comply with Education Queensland’s procedures (E.g. sexual harassment / Abuse, physical restraint and time out Procedures)</td>
<td></td>
</tr>
<tr>
<td>• Unsafe actions</td>
<td>• Talking about the right to feel safe and approaching people for support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Continued misuse of computers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Continued Breaches of Personal Technology Devices Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Medium Level Bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Threatening behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cyberbullying</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LEVEL 3

<table>
<thead>
<tr>
<th>Examples of inappropriate behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested follow up for the class/school</th>
</tr>
</thead>
</table>
| • Continuation of behaviour in levels 1 & 2  
• Endangering students  
• Persistent refusal to follow a direction / instruction  
• Continued non-compliance with school dress code  
• High level misuse of computers  
• Explicit printed material in written / illustrated / electronic form  
• Inappropriate use of Personal Technology Device Policy  
• Truancy  
**High Level**  
• verbal abuse  
• violence  
• Treats to staff  
• Cyberbullying  
• High Level bullying | • Keep calm  
• Protect yourself and students  
**Support the victim by:**  
• Talking about the problem and possible solutions  
• Administration contacting parents  
• Possible counselling by qualified personnel | • Student withdrawn from regular class  
• Detention  
• Removal of privileges  
• Refer to learning Technology Acceptable Use Agreement  
• Persistent cases may involve Suspension 1-5 days  
• Involvement of police  
**DEFINITE CONSEQUENCES**  
• Warning notice 3  
• Referred to administration & parents contacted by administration  
• Items confiscated and held at the office for collection by parents  
• Administration or Support Staff to develop a written Behaviour Management Plan  
**Consequences for infringements will comply with Education Queensland’s procedures** (e.g. Sexual Harassment / Abuse, Physical Restraint and Tine-out Procedures) | • Selection of social skills lessons "Bullying – No Way!" kit  
• Work with BMST  
• Try to find reasons for bullying and respond accordingly (Appendix 3) |

### LEVEL 4

<table>
<thead>
<tr>
<th>Examples of inappropriate behaviour</th>
<th>Suggested Strategies</th>
<th>Possible Consequences</th>
<th>Suggested follow up for the class/school</th>
</tr>
</thead>
</table>
| • Continuation of all inappropriate Behaviours in Levels 1, 2 & 3  
• Prohibited substances (Drugs / Alcohol / cigarettes)  
• Serious vandalism and theft  
**High Level Bullying**  
• Verbal abuse  
• Assault  
• Violence  
• Threat to staff  
• cyberbullying | • Social Skills Program  
• Contact the police  
**Support the victim by:**  
• Talking about the problem and possible solutions  
• Administration contacting parents  
• Possible counselling by qualified personnel  
• Principal to follow EPPR Guidelines e.g. Police, CJC Child Protection | • Detention / time out  
• Suspension 1-5 days, 6-20 days  
• Suspension with recommendation of exclusion  
• Behaviour Improvement Condition  
• Involvement of Police  
**DEFINITE CONSEQUENCES**  
• Interview with parents  
• Administration or support staff to develop a written Behaviour Management Plan  
**Consequences for infringements will comply with Education Queensland’s procedures** (e.g. Sexual Harassment / Abuse, Physical Restraint and Time-out Procedures) | • Involvement of support personnel  
• Social skills Lessons  
• Alcohol lessons  
• Drug education  
• Bullying and harassment lessons  
• Crime prevention  
• Discrimination  
• Try to find reasons for bullying and respond accordingly (Appendix 3) |
Appendix 9
ONE SCHOOL STUDENT BEHAVIOUR RECORD

One School – Record Incident (Single Student Incident)

Record Incident (Single Student)

Student Involved *

Student *

Family name

Given name

Staff member *

Lise Bell (BELLI)

Date of Incident *

03 Nov 2015

Incident Type *


Period *

Location Category *

Subject

Restricted to *

Witnesses

Incident details *

Incident details should include information on:
- Location
- Staff and students present
- Lessons or parts of lessons
- Observed or reported by the student

One School – Record Incident (Multiple Student Incident)

Record Incident Wizard

Step 1 of 6

Witnessing Individuals

Incident Details

Behaviour Strategies

Record of Context

Incident Summary

Student(s) Involved *

Delete E0 10 Name Year Level Roll Class

Add

Family name

Given name

Date of Incident *

13 Nov 2015

Period *

Location Category *

Subject

Next >
1ST WARNING NOTICE

Date: ________________

Student’s Name: _____________________________________________

This is your FIRST WARNING NOTICE.

You have been issued with a WARNING NOTICE for the following inappropriate behaviours:

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

To avoid further behaviour consequences you will need to follow the school rules and teacher direction carefully in the future.

Your teacher will discuss with you strategies that will help you to avoid receiving another WARNING NOTICE.

_____________________________________________________________________

I ____________________________ have received my child’s WARNING NOTICE and have discussed the behaviours above with him / her.

Parent Signature: ___________________________ Date: ________________

Student Signature: ___________________________ Date: ________________
2nd WARNING NOTICE

Date: ____________________

Student’s Name: _______________________________________________________

This is your SECOND WARNING NOTICE.

You have been issued with a WARNING NOTICE for the following inappropriate behaviours:

1. ______________________________________________________________________
   ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________
   ______________________________________________________________________

To avoid a third notice and loss of privileges to attend school events until the end of the term. A meeting will now be held between you, your parent and the school to complete an Individual Behaviour Support Plan to manage your behaviour in the future.

Your teacher will discuss with you strategies that will help you to avoid receiving another WARNING NOTICE.

________________________________________________________________________
I ___________________________ have received my child’s 2nd WARNING NOTICE and I am aware that I will be required to attend a meeting with the school to discuss an individual Behaviour Support Plan for my child. I am aware that if he / she receive a third notice he / she will lose their privileges to attend school events until the end of the term.

Parent Signature: ___________________________ Date: _________________

Student Signature: ___________________________ Date: _________________
3rd WARNING NOTICE

Date: __________________________

Student’s Name: ____________________________

This is your THIRD WARNING NOTICE.

You have been issued with a 3rd WARNING NOTICE for the following inappropriate behaviours:

1. ______________________________________________________________________
_______________________________________________________________________

2. ______________________________________________________________________
_______________________________________________________________________

3. ______________________________________________________________________
_______________________________________________________________________

As this is your third notice you will now be prohibited from attending school events this term. A meeting will now be held between your parent and the school to update your Individual Behaviour Support Plan to manage your behaviour in the future.

To avoid a 4th NOTICE and a suspension you will need to follow your behaviour expectations and meet the goals set out in your Individual Behaviour Support Plan.

________________________________________________________________________

I __________________________ have received my child’s 3rd WARNING NOTICE and I am aware that I will be required to attend a meeting with the school to discuss and review the Individual Support Plan for my child. I am aware that a 4th Warning Notice will result in my child being suspended from school. Please contact the office to make a time to meet with the principal.

Parent Signature: __________________________ Date: __________________________

Student Signature: __________________________ Date: __________________________
## Appendix 11

**Maidavale State School**

<table>
<thead>
<tr>
<th>Name</th>
<th>Timeout 1</th>
<th>Timeout 2</th>
<th>Timeout 3</th>
<th>Warning Notice 1</th>
<th>Timeout 1</th>
<th>Timeout 2</th>
<th>Timeout 3</th>
<th>Warning Notice 2</th>
<th>Timeout 1</th>
<th>Timeout 2</th>
<th>Timeout 3</th>
<th>Warning Notice 3</th>
<th>Timeout 1</th>
<th>Timeout 2</th>
<th>Timeout 3</th>
<th>Warning Notice 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe (Example)</td>
<td>1/02</td>
<td>Sign</td>
<td>22/02</td>
<td>Sign</td>
<td>24/02</td>
<td>Sign</td>
<td>24/02</td>
<td>Sign</td>
<td>13/03</td>
<td>Sign</td>
<td>15/03</td>
<td>Sign</td>
<td>15/03</td>
<td>Sign</td>
<td>17/03</td>
<td>Sign</td>
</tr>
<tr>
<td>Wrong Place</td>
<td>Refusal to do school work</td>
<td>Standing on desks</td>
<td>Hitting student</td>
<td>Swearing</td>
<td>Ripping up school work</td>
<td>Throwing items around classroom</td>
<td>Continually poking/touching others (annoying)</td>
<td>Non-compliance of teacher instructions</td>
<td>Received: 25/02/15</td>
<td>Out of bounds</td>
<td>Continually disrupting class</td>
<td>Lying to teacher</td>
<td>Received:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*Maidavale State School*

*Term Behaviour Record Sheet*

*Year: _____  Term: _____*
Appendix 12

MAIDAVALE STATE SCHOOL INAPPROPRIATE BEHAVIOUR FLOWCHART

- Student displaying inappropriate behaviour are given a verbal or non-verbal prompt to redirect their behaviour
- STRATEGIES: Selective ignoring - Firm direction - Non-verbal gestures - Acknowledge feelings - Clear Instruction - Offer Choices - Attention Diversions - Quiet time

- Students are given a warning for inappropriate behaviour and move from Fresh Start to Warning (Blue Level) on the Going for Gold Chart

- On third redirection prompt student redirected to classroom time out (Going For Gold Chart: Orange Level)

- Continued display of inappropriate behaviour: Student moves to buddy class or with Principal for the remainder of the session or until the student is ready to return to the classroom and discontinue inappropriate behaviour (Going for Gold: Red Level)

- Parents advised of inappropriate behaviour through 1st warning Notice (Appendix??)
  - Parent to return signed notice
  - Teacher to contact parent
  - Consequences applied and followed through by staff member noting incident

- Parents are contacted and advised of inappropriate behaviour through a 2nd Warning Notice (Appendix??)
  - Meeting between parent and classroom teacher
  - Draft Management Plan developed with positive and reactive strategies clearly stated. Parent to sign off on the plan with a two week review. (Appendix??)
  - Monitored by Principal

- Parents are contacted and advised of inappropriate behaviour through a 3rd Warning Notice (Appendix??)
  - Meeting between parent, relevant support staff and Principal
  - Draft Management Plan reviewed.
  - Involvement by GO and other agencies if required
  - Loss of school activity privileges

- Student suspended 1-5 days or Student suspended 6-20 days
  - Negotiated program developed
  - Nominated officer to act as school contact
  - On returning student/parent to attend meeting with Principal and class teacher (if necessary)
  - Return to school plan development

Although these steps are sequential, if a student displays serious behaviours a warning notice that reflects the seriousness of the incident will be given by the Administration

Students can move up and down the ‘Going for Gold’ chart at the teacher’s discretion depending upon the student’s behaviour.