BALLANDEAN STATE SCHOOL

Responsible Behaviour Plan for Students (RBP4S)

Based on ‘The Code of School Behaviour’
Revised April, 2016
1. Purpose

Ballandean State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning 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. Consultations and Data Review

Ballandean State School developed this plan in collaboration with our school community. Parents, staff and students were invited to take part in the review process and meetings were held during the 2015 school year. 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 Assistant Regional Director in April 2016, and will be reviewed in 2019 as required by legislation.

3. Learning and Behaviour Statement

All areas of Ballandean 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 Responsible Behaviour Plan outlines our systems 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 Ballandean State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Ballandean State School we explicitly teach, model and enforce the following behavioural expectations as part of the Positive Behaviour for Learning framework (PBL). Students say the following mantra every Monday at parade when the focus behaviour for the week is identified.

As a member of the Ballandean State School community I am

- Respectful
- Responsible
- A Learner
- Safe.

Our 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

Ballandean State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

**Universal Behaviour Support (approx. 80% of students)**

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

- Explicit teaching of expectations to all students weekly
- Ongoing implementation of the PBL process through the PBL team where members meet twice per term (weeks 3 and 6) to review current practice and behavioural data. Actions from these meetings are distributed to staff with any relevant information distributed to parents.
- Comprehensive explanation and orientation of the RBP4S for all new enrolments, staff and relief staff.
- Universal incentive program (Gotchas) including individual, class and whole school incentives.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying

**Targeted Behaviour Support (approx. 15% of students)**

Ballandean State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data to accurately identify students requiring targeted support
- In-school referral process for teachers seeking assistance to support students with targeted-level needs
- Team approach to supporting students on targeted support programs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students’ needs (e.g. curriculum modifications, possible social skills programs, adult monitoring)

**Intensive Behaviour Support (approx. 5% of students)**

Ballandean State School implements the following processes and strategies to respond to chronic problem behaviour:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- In-school referral process for teachers seeking assistance to support students with intensive-level needs
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Use of district, regional and state behaviour support options
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland)
**Rewarding Positive Behaviour**

Ballandean State School believes positive and preventative strategies are a priority in managing behaviour in a supportive school environment. For this to happen, each classroom will use a behaviour wall to display the four schoolwide expectations, behaviour expectation matrix, flow chart for managing behaviour, the weekly focus behaviour, strategies to promote and encourage appropriate behaviour, and possible positive and corrective consequences for student behaviour. Classrooms can also display the minor and major behaviour table if there is a need to support teaching of expected behaviours. Each classroom behaviour system will be supported through the “Gotcha” program. Gotcha cards will be distributed to students who follow the weekly focus behaviour and the schoolwide expectations.

### Reinforcing Expected School Behaviour

<table>
<thead>
<tr>
<th>Free and Frequent</th>
<th>Short to Medium</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult attention:</strong></td>
<td><strong>Gotcha Shop:</strong></td>
<td><strong>The student from each class with the most Gotchas for the year receives a certificate at presentation night.</strong>&lt;br&gt;<strong>The student with the most Gotchas across the whole school receives a certificate and medallion at presentation night.</strong></td>
</tr>
<tr>
<td>▪ Non-contingent – smiles, thumbs up, high five, conversations</td>
<td>▪ Students use their Gotcha cards to purchase items from their classroom Gotcha shop menu.</td>
<td></td>
</tr>
</tbody>
</table>
| ▪ Contingent – specific positive feedback, positive phone call or conversation with parents | Classroom Paper Chain:  
  ▪ Students work together to build a paper chain from the ceiling to the floor. Links are awarded to the class for consistently displaying identified class behaviours. Once the chain reaches the floor, the class is rewarded with a pre-agreed whole class activity. |
| **Tangibles:** | **Golden Gotcha Trophy** |  |
| ▪ Gotcha cards are earned by students who demonstrate school wide expectations – The student with the highest number of Gotchas from each class, each week receive a certificate and sticker from the Principal. | ▪ This trophy is awarded each week to the class who consistently follows the focus behaviour identified on parade. |  |

**Golden Gotcha Trophy**

- This trophy is awarded each week to the class who consistently follows the focus behaviour identified on parade.
5. Consequences for Behaviour

The table below outlines some examples of possible consequences for students who choose to behave inappropriately. Teachers are able to deal with many of the low level inappropriate behaviours using individual methods within their classroom management plan and behaviour management flow chart. A comprehensive list of minor and major behaviour infringements can be found at the end of this behaviour plan. Please note that the individual’s characteristics, circumstances, social and emotional state, and disability will be carefully taken into consideration during this decision making process.

<table>
<thead>
<tr>
<th>Level</th>
<th>Possible Behaviours</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor Infringements</strong></td>
<td>• Please see minor and major behaviour table for a comprehensive list of possible minor behaviour infringements.</td>
<td>Teacher initiated actions could include:</td>
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<tr>
<td></td>
<td></td>
<td>• verbal negotiation</td>
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<td></td>
<td>• reminder of classroom expectations</td>
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<td>• explicit teaching of expectation</td>
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<td></td>
<td></td>
<td>• in-class separation or isolation</td>
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<td>• removal from classroom for one-on-one resolution</td>
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<td></td>
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<td>• student sent to buddy class to continue work</td>
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<td>• accompany teacher on playground duty</td>
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<td></td>
<td></td>
<td>• withdrawal from activity such as playtime</td>
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<td></td>
<td></td>
<td>• contact with parents</td>
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<td></td>
<td></td>
<td>• record in communication book</td>
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<td></td>
<td></td>
<td>If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the Principal for action.</td>
</tr>
<tr>
<td><strong>Major Infringements</strong></td>
<td>• Please see minor and major behaviour table for a comprehensive list of possible major behaviour infringements.</td>
<td>The Principal, in consultation with the class teacher &amp; students will initiate actions which could include:</td>
</tr>
<tr>
<td></td>
<td>• The Major Five</td>
<td>• Recorded incident on OneSchool</td>
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<tr>
<td></td>
<td>1. Unlawful</td>
<td>• monitoring program</td>
</tr>
<tr>
<td></td>
<td>2. Unsafe</td>
<td>• resolution meeting as required between coordinator, aggrieved party and student</td>
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<td></td>
<td>3. Physical</td>
<td>• peer mediation or restorative conference</td>
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<td></td>
<td>4. Verbal</td>
<td>• referral for assessment and specialist support – Guidance Officer, Behaviour Support, Student Service Officer</td>
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<tr>
<td></td>
<td>5. Repeated</td>
<td>• Individual Behaviour Support Plan</td>
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<tr>
<td></td>
<td></td>
<td>• parent contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• loss of privileges (sport, alternate play)</td>
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<tr>
<td></td>
<td></td>
<td>• suspension by Principal (internal/external)</td>
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<tr>
<td></td>
<td></td>
<td>• restorative conference on suspension return</td>
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<td></td>
<td></td>
<td>• police notification</td>
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<td></td>
<td></td>
<td>• recommendation for exclusion</td>
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</tbody>
</table>

**Process for Re-entry to School Following Suspension**

A child will not be placed back into the classroom until the following process occurs:

- Parent/Guardian must accompany child to school on the day of re-entry.
- At a meeting of Parent, Child, Teacher and Principal -
  - The principal re-states and explains the reasons for suspension
  - The child is counselled on the behaviour that is required in the school
  - All parties discuss behaviours that need to be corrected
  - All parties develop an action plan with strategies to support behaviour correction.
## 6. Schoolwide Expected Behaviours Matrix

<table>
<thead>
<tr>
<th>SCHOOL WIDE</th>
<th>CLASSROOM</th>
<th>LUNCH</th>
<th>PLAYGROUND</th>
<th>TRANSITIONS</th>
<th>TOILETS</th>
<th>DISMISSAL/BUS DUTY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>Use manners when speaking</td>
<td>Use manners when speaking</td>
<td>Clean area where you are sitting</td>
<td>Play fairly – take turns, invite others to join and consistently follow rules</td>
<td>Use the correct toilets</td>
<td>Use own bike/scooter</td>
</tr>
<tr>
<td>Take turns and share</td>
<td>Wait your turn to speak</td>
<td>Chew with your mouth closed</td>
<td>Speak calmly and nicely to others</td>
<td>Respect privacy of others</td>
<td>Respect students’ belongings alone</td>
<td></td>
</tr>
<tr>
<td>Ask permission</td>
<td>Respect others’ opinions and ability</td>
<td>Use appropriate language when speaking</td>
<td>Use manners when speaking</td>
<td>One person in cubicle at a time</td>
<td>Use appropriate language when speaking</td>
<td></td>
</tr>
<tr>
<td>Follow directions and routines</td>
<td>Respect different cultures and religious beliefs</td>
<td>Use classroom resources appropriately</td>
<td>Use playground equipment appropriately</td>
<td>Flush Toilet</td>
<td>Leave area clean and tidy</td>
<td></td>
</tr>
<tr>
<td>Encourage others</td>
<td>Use classroom resources appropriately</td>
<td>Respect others’ right to learn</td>
<td>Share equipment</td>
<td>Wash hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be aware of others’ personal space and property</td>
<td>Be a good listener</td>
<td></td>
<td></td>
<td>Use one squirt of soap on hands</td>
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<tr>
<td>Listen to the person speaking (whole body)</td>
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<td></td>
<td>Use a maximum of 2 paper towels</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Place rubbish in bins</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESPONSIBLE</strong></td>
<td>Arrive to school on time</td>
<td>Get to class on time</td>
<td>Sit to eat until instructed to move</td>
<td>Be in your designated area on time</td>
<td>Use toilets during designated breaks</td>
<td>Keep belongings in bag</td>
</tr>
<tr>
<td>Stay in designated areas</td>
<td>Complete and return homework on time</td>
<td>Place all rubbish in the bin</td>
<td>Pack lunch boxes away when dismissed</td>
<td>Follow directions straight away</td>
<td>Report damage or leaking taps</td>
<td>Take all belongings with you when leaving</td>
</tr>
<tr>
<td>Be prepared for school</td>
<td>Be prepared for classroom tasks</td>
<td>Follow directions from eating duty staff</td>
<td>Follow directions from eating duty staff</td>
<td>Promptly arrive at debriefing</td>
<td>Use toilets appropriately</td>
<td>Move straight to waiting area after school</td>
</tr>
<tr>
<td>Wear the correct school uniform</td>
<td>Follow established classroom directions and routines straight away</td>
<td>Complete assessment tasks by the due date</td>
<td>Eat a balanced and healthy lunch</td>
<td>Care for the environment</td>
<td>Turn off taps</td>
<td>Watch for parents to arrive</td>
</tr>
<tr>
<td>Use school resources appropriately</td>
<td>Keep work space and desk tidy</td>
<td>Ask permission to get</td>
<td>Solve problems without arguing</td>
<td>Respect privacy of</td>
<td>Use flush toilets</td>
<td>Ask for permission to leave</td>
</tr>
<tr>
<td>Return notes in a timely manner</td>
<td>Bring a healthy snack for fruit break</td>
<td>equipment</td>
<td>Follow directions from playground duty staff</td>
<td>one another</td>
<td>Use own toilets</td>
<td>Follow directions from bus duty staff</td>
</tr>
<tr>
<td>Be honest</td>
<td>Use classroom resources appropriately</td>
<td>Use classroom resources appropriately</td>
<td>Ask permission to get sports equipment</td>
<td>Be in your designated</td>
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<tr>
<td>Accept consequences for behaviour</td>
<td></td>
<td></td>
<td>Play agreed upon activities</td>
<td>area on time</td>
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<td></td>
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<td></td>
<td>Care for the environment</td>
<td>Follow directions straight away</td>
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<tr>
<td><strong>AL EARNER</strong></td>
<td>Attempt all learning tasks</td>
<td>Attempt all classroom tasks</td>
<td>Establish agreed rules of the game</td>
<td>Listen carefully at debriefing</td>
<td>Assist younger students with</td>
<td></td>
</tr>
<tr>
<td>Ask for help</td>
<td>Complete assessment tasks by the due date</td>
<td>Use words to solve problems</td>
<td>Hold personal belongings still while at debriefing</td>
<td>handwriting</td>
<td></td>
<td></td>
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<tr>
<td>Show persistence</td>
<td>Ask for help when needed</td>
<td>Share new games</td>
<td>and transitioning to class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow directions</td>
<td>Contribute to classroom discussions</td>
<td>Teach other students the rules</td>
<td>Remove hat while at debriefing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Be prepared for the learning task</td>
<td>Use ICT’s appropriately</td>
<td>Try new games</td>
<td></td>
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<tr>
<td>Use learning resources appropriately</td>
<td></td>
<td>Encourage others to have a go</td>
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<tr>
<td>Accept feedback with a positive attitude</td>
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<tr>
<td><strong>SAFE</strong></td>
<td>Keep hands, feet and objects to yourself</td>
<td>Sit on your chair correctly</td>
<td>Use your own food</td>
<td>Wear shoes and a broad brimmed hat</td>
<td>Walk toilets</td>
<td>Play appropriate games while waiting</td>
</tr>
<tr>
<td>Walk on the concrete</td>
<td>Use equipment appropriately</td>
<td>Eat alert staff of any nut</td>
<td>Wear shoes and a broad</td>
<td>Wash hands with soap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pack equipment away safely</td>
<td>Walk</td>
<td>products in your lunch box</td>
<td>brimmed hat</td>
<td>Wash hands</td>
<td>Wash down on the stairs</td>
<td></td>
</tr>
<tr>
<td>Clean up after yourself</td>
<td>Pass equipment safely</td>
<td>Wash your hands after</td>
<td>Wash hands after</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use school equipment safely</td>
<td>Tuck your chair in</td>
<td>eating</td>
<td>playtime</td>
<td></td>
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</tr>
<tr>
<td>Be aware of others around you</td>
<td>Enter and exit the room in an orderly manner</td>
<td>Wait patiently when the bell rings to be released</td>
<td>Pass equipment safely</td>
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<td></td>
<td>Ask an adult to check power cords and power points</td>
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<td>Use playground equipment</td>
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<td>appropriately</td>
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<td>Report dangerous situations immediately</td>
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</tbody>
</table>
7. Explicit Teaching of Behaviour Expectations

The explicit teaching of each expectation will be delivered on parade. A 15 minute lesson will then be explicitly taught in classrooms and teachers are required to further discuss the expectation during the week.

Gotchas will be used to reward students following the school wide expectations. The Golden Gotcha expectation is highlighted in gold. Data based lessons may occur on a needs basis.

### Learning Sequence

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce School wide Expectations Matrix</td>
<td>Review School Wide Expectations</td>
<td>Review School Wide Expectations</td>
<td>Review School Wide Expectations</td>
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<tr>
<td></td>
<td>Respectful Responsible A Learner Safe</td>
<td>Respectful Responsible A Learner Safe</td>
<td>Respectful Responsible A Learner Safe</td>
<td>Respectful Responsible A Learner Safe</td>
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<tr>
<td>2</td>
<td>Respectful</td>
<td>Respectful</td>
<td>Respectful</td>
<td>Respectful</td>
</tr>
<tr>
<td></td>
<td>- Follow directions and routines</td>
<td>- Wait your turn to speak</td>
<td>- Be aware of others' personal space and property</td>
<td>- Respect others' right to learn</td>
</tr>
<tr>
<td></td>
<td>- Use manners when speaking</td>
<td>- Take turns and share</td>
<td>- Ask permission</td>
<td>- Share equipment</td>
</tr>
<tr>
<td>3</td>
<td>Responsible</td>
<td>Responsible</td>
<td>Responsible</td>
<td>Responsible</td>
</tr>
<tr>
<td></td>
<td>- Bring a healthy snack for fruit break</td>
<td>- Follow directions straight away</td>
<td>- Follow established classroom routines</td>
<td>- Be prepared for school</td>
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<td></td>
<td>- Promptly arrive at debriefing</td>
<td>- Place rubbish in the bin</td>
<td>- Keep work space and tidy (spot inspection for trophy)</td>
<td>- Place lunch boxes away when dismissed</td>
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<tr>
<td>4</td>
<td>A Learner</td>
<td>A Learner</td>
<td>A Learner</td>
<td>A Learner</td>
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<tr>
<td></td>
<td>- Attempt all learning tasks</td>
<td>- Ask for help when needed</td>
<td>- Show persistence</td>
<td>- Accept feedback with a positive attitude</td>
</tr>
<tr>
<td></td>
<td>- Eat a balanced and healthy lunch</td>
<td>- Remove hat at debriefing</td>
<td>- Encourage others</td>
<td>- Play appropriate games while waiting</td>
</tr>
<tr>
<td>5</td>
<td>Safe</td>
<td>Safe</td>
<td>Safe</td>
<td>Safe</td>
</tr>
<tr>
<td></td>
<td>- Keep hands and feet to yourself</td>
<td>- Enter and exit the room in an orderly manner</td>
<td>- Eat your own food</td>
<td>- Clean up after yourself</td>
</tr>
<tr>
<td></td>
<td>- Walk on concrete</td>
<td>- Wear shoes and a broad brimmed hat</td>
<td>- Use school equipment safely</td>
<td>- Hands, feet and objects to yourself while transitioning</td>
</tr>
<tr>
<td>6</td>
<td>Respectful</td>
<td>Respectful</td>
<td>Respectful</td>
<td>Respectful</td>
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<tr>
<td></td>
<td>- Be a good listener</td>
<td>- Walk quietly through the school</td>
<td>- Listen to the speaker</td>
<td>- Respect others' opinions and abilities</td>
</tr>
<tr>
<td></td>
<td>- Encourage others</td>
<td>- Play fairly, take turns, invite others and follow rules</td>
<td>- Speak calmly and nicely to others</td>
<td>- Chew with your mouth closed</td>
</tr>
<tr>
<td>7</td>
<td>Expectation based on data review</td>
<td>Expectation based on data review</td>
<td>Expectation based on data review</td>
<td>Expectation based on data review</td>
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<tr>
<td>8</td>
<td>A Learner</td>
<td>A Learner</td>
<td>A Learner</td>
<td>A Learner</td>
</tr>
<tr>
<td></td>
<td>- Follow task directions straight away</td>
<td>- Complete assessment tasks by the due date</td>
<td>- Contribute to classroom discussions</td>
<td>- Use ICT’s appropriately</td>
</tr>
<tr>
<td></td>
<td>- Listen carefully at debriefing</td>
<td>- Establish agreed rules of games</td>
<td>- Use words to solve problems</td>
<td>- Try a new game</td>
</tr>
<tr>
<td>9</td>
<td>Responsible</td>
<td>Responsible</td>
<td>Responsible</td>
<td>Responsible</td>
</tr>
<tr>
<td></td>
<td>- Sit to eat until instructed to move</td>
<td>- Complete and return homework on time</td>
<td>- Use school resources appropriately</td>
<td>- Be honest</td>
</tr>
<tr>
<td></td>
<td>- Wear the correct school uniform</td>
<td>- Stay in designated areas</td>
<td>- Care for the environment</td>
<td>- Follow directions from playground staff</td>
</tr>
<tr>
<td>10</td>
<td>Safe</td>
<td>Safe</td>
<td>Safe</td>
<td>Safe</td>
</tr>
<tr>
<td></td>
<td>- Sit on your chair correctly</td>
<td>- Tuck your chair in</td>
<td>- Wash hands with soap after eating</td>
<td>- Carry equipment with two hands</td>
</tr>
<tr>
<td></td>
<td>- Walk to the left of paths and stairways</td>
<td>- Walk in two lines or as directed by staff</td>
<td>- Play safely in the correct areas</td>
<td>- Walk up and down stairways</td>
</tr>
</tbody>
</table>
8. Collection and Use of Data

Ballandean State School uses data to inform decision making. Behaviour Data is discussed at PBL meetings (weeks 3 & 6) and distributed to staff via email. The below table identifies Ballandean State School's behaviour data collection tools.

<table>
<thead>
<tr>
<th>Data Collection Tool</th>
<th>Purpose</th>
<th>Who</th>
<th>Data Use</th>
</tr>
</thead>
</table>
| Gotchas              | ✓ Acknowledge positive behaviours made during class, break times or specialist/support lessons. ✓ Gotcha cards (Appendix 6) will be distributed by staff during classroom and playground activities. | • Teachers  
• Teacher aides  
• Support teachers  
• Specialist teachers  
• Principal | • Student with the most Gotchas from each class, each week receive a certificate and sticker from the Principal.  
• Gotcha totals are recorded each week. The student with the most from each class receive a certificate on presentation night. The student with the most across the school also receives a medallion on presentation night. |
| Incident Diary       | ✓ Recording of minor unacceptable behaviours made during class, break times and specialist/support lessons. ✓ Positive behaviours (interactions, following behaviour lesson focus, leadership etc). | • Teachers  
• Teacher aides  
• Support teachers  
• Specialist teachers  
• Principal | • Discuss with class teacher.  
• Discuss at PBL meetings to inform behaviour lessons.  
• Monitor repeated minor behaviours – record on OneSchool if necessary. |
| OneSchool            | ✓ Monitor, record and manage major behaviours or repeated minor behaviours. ✓ Record positive behaviours. | • Teachers  
• Teacher aides  
• Support teachers  
• Specialist teachers  
• Principal | • Refer to Principal.  
• Contact parents.  
• Guidance/Student Services Officer/ referral (if behaviour warrants). |

9. Student Achievement of Behaviour

On Semester report cards, students receive a behaviour grade and an effort grade for each subject. The below criteria is used by teachers when allocating student grades in behaviour and effort.

<table>
<thead>
<tr>
<th>A Excellent</th>
<th>B Very Good</th>
<th>C Satisfactory</th>
<th>D Needs Attention</th>
<th>E Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Always focused on task.</td>
<td>✓ Occasionally needs teacher redirection to task (few/term).</td>
<td>✓ Minimal (daily) teacher redirection to task. Compliance on redirections.</td>
<td>✓ Regular (sessions) teacher redirection to task. Will sometimes comply.</td>
<td>✓ Regular (All lessons) teacher redirection to task. Will frequently not comply.</td>
</tr>
<tr>
<td>✓ Does not need teacher redirection.</td>
<td>✓ Uses most feedback to improve work.</td>
<td>✓ Uses some feedback to improve work.</td>
<td>✓ Listens to but doesn’t use feedback to improve.</td>
<td>✓ Doesn’t seek or use feedback.</td>
</tr>
<tr>
<td>✓ Always uses and seeks feedback to improve work.</td>
<td>✓ Mostly works effectively in whole class, group and individually.</td>
<td>✓ Works satisfactorily in whole class, group and individually.</td>
<td>✓ Sometimes works effectively in whole class, group and individually.</td>
<td>✓ Rarely works effectively in whole class, group and individually.</td>
</tr>
<tr>
<td>✓ Always works effectively in whole class, group and individually.</td>
<td>✓ Reflects and self-assess, setting goals independently to improve.</td>
<td>✓ Reflects and self-assess when requested, setting goals for improvement.</td>
<td>✓ Sometimes reflects and self-assess, setting goals.</td>
<td>✓ Needs significant guidance to reflect and self-assess to set goals.</td>
</tr>
</tbody>
</table>

- Effort
  - Student consistently follows the four school expectations.
  - Student always shows respect for staff and peers during interactions.
  - Always listens to, shares with, and supports the efforts of others.
  - Aware of and displays appropriate behaviour to ensure safety of self and others.
  - Positive behaviour recorded on OneSchool.
  - No record of inappropriate behaviour on OneSchool.

- Behaviour
  - Student usually follows the four school expectations.
  - Student usually shows respect for staff and peers during interactions.
  - Almost always listens to, shares with, and supports the efforts of others.
  - Aware of and usually displays appropriate behaviour to ensure safety of self and others.
  - Positive behaviour recorded on OneSchool.
  - No record of inappropriate behaviour on OneSchool.
  - Student requires minimal and occasional support to follow the four school expectations.
  - Student sometimes requires support to show respect for teachers and peers during interactions.
  - Sometimes listens to, shares with, and supports the efforts of others.
  - Requires support to display appropriate behaviour to ensure safety of self and others.
  - Positive behaviour recorded on OneSchool.
  - 1 record of inappropriate behaviour on OneSchool.
  - Student requires regular support to follow the four school expectations.
  - Student requires regular support to show respect for teachers and peers during interactions.
  - Rarely listens to, shares with, and supports the efforts of others.
  - Requires explicit support to display appropriate behaviour to ensure safety of self and others.
  - No positive behaviour recorded on OneSchool.
  - Up to 3 records of inappropriate behaviour on OneSchool.
  - Multiple records of inappropriate behaviour on OneSchool.
  - Individual behaviour plan in place.
  - Referral to outside agents (Guidance, student services, police).
10. Emergency Responses to 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 him/her 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 who have been training in *Non-Violent Crisis Intervention* may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member;
- Posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

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

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

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- 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.

Staff trained in *Non-Violent Crisis Intervention* are on hand at Ballandean State School if required.

**Record Keeping**

Each instance involving the use of physical intervention must be formally documented in OneSchool.
11. Network of Student Support

To further support staff and students with regards to issues relating to school behaviour, Ballandean State School is able to access support both within the Department of Education and Training and through the community. An outline of some of these include:

<table>
<thead>
<tr>
<th>Internal Support</th>
<th>External Support</th>
<th>Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Based</td>
<td>District &amp; Other EQ Services</td>
<td>Services</td>
</tr>
<tr>
<td>Parents</td>
<td>Regional behaviour coaches</td>
<td>Disability Services Queensland – Granite Belt Support Services</td>
</tr>
<tr>
<td>Teachers</td>
<td>Senior Guidance Officers</td>
<td>Child and Youth Mental Health</td>
</tr>
<tr>
<td>School administration</td>
<td>Adopt a Cop</td>
<td>Queensland Health</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td></td>
<td>Department of Communities (Child Safety Services)</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td></td>
<td>Police</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local Council</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neighbourhood Centre – Community Development Services - CDS</td>
</tr>
</tbody>
</table>

The various levels of support generally reflect the needs of individual students. In most cases, support for a student demonstrating inappropriate behaviours is usually managed through consultation with the student’s teachers, a member of the administration team (Principal or Guidance Officer) and depending on the circumstance, the student’s parents/caregivers. In cases where a student demonstrates severe inappropriate behaviours, as soon as practical, a meeting will be called involving parents/caregivers, Administration representative and/or teacher/s.

In instances where initial proactive strategies have not been successful or where the student is demonstrating ongoing inappropriate behaviour, then a referral will usually be made to the regional behaviour support team (BST). The BST will then make a recommendation on the best support agency (either EQ or Community) to refer the student.

12. 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.

Ballandean 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 and is inclusive
- establishing procedures for applying fair, equitable and nonviolent 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
- 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 socioeconomic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs
13. 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

14. Related Policies and Procedures

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Learning and Wellbeing Framework 2012
- Safe, Supportive and Disciplined School Environment v7.3
- Supporting Students Mental Health and Wellbeing v2.4
- Enrolment in State Primary, Secondary and Special Schools v5.11
- Flexible Arrangements for School Students v2.2
- Exemptions from Compulsory Schooling and Compulsory Participation v3.6
- Managing Risks in School Curriculum Activities v5.2
- Managing Student Absences and Enforcing Enrolment and Attendance at State Schools v3.14
- Refusal to Enrol - Risk to Safety or Wellbeing v3.1

15. Some Related Resources

- Better Behaviour Better Learning
- Bullying. No Way!
- Schoolwide Positive Behaviour Support / Positive Behaviour for Learning
- Learning and Wellbeing Framework
- Parent and Community Engagement Framework
- Code of Conduct for School Students Travelling on Buses

Effective Date: 20th April 2016 – 31 December 2019
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, mobile phones, I Pods 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 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 handed in to the office.

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 Ballandean 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) build a culture of distrust and disharmony. They will be suspended from school for this behaviour.

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.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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 will be subject to discipline (including suspension and recommendation for exclusion).

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

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

**Assumption of cheating**
Personal technology devices may not be taken into or used by students during class lessons or assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during 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.*
Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

Purpose

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

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

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

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

Rationale

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

7. The anti-bullying procedures at Ballandean State School are an addition to our already schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and response to it is a subset of procedures that our students are already accustomed to.
Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 have been taught the expected school wide behaviour expectations
   - 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 positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - Active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of use of the resources and information gained from the http://www.bullyingnoway.com.au website. Teachers are encouraged to make themselves familiar with the website and to use it when guiding their classes.

10. 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 our 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’.
Ballandeian SS Behaviour Management Flowchart - PBL

Behaviour

Positive Behaviour
- Acknowledge Positive Behaviour using ES3 reward systems.
  - Record in Oneschool (Minimum 4 per week per class)

Minor Behaviour
- Staff member manages minor behaviour as per RSPAS
- Incident recorded as minor in Oneschool
- Repeated minor behaviour becomes major if teaching, safety and learning are repeatedly impacted on.

No immediate threat
- Gather as much information from student’s involved. Have students write this if they can. Record verbal recount.
- Staff member to manage incident or refer to Principal or Senior Teacher.
- Record incident in Oneschool and refer to Principal or Senior Teacher.

Major Breach
- Immediate Breach
  - Principal, Senior Teacher or another staff member signalled for assistance immediately.
  - Gather as much information from student’s involved. Have students write this if they can. Record verbal recount.
  - Record incident in Oneschool and refer to Principal or Senior Teacher.

GOTCHA Cards

GOTCHA
RESPECTFUL
RESPONSIBLE
A LEARNER
SAFE

GOTCHA
RESPECTFUL
RESPONSIBLE
A LEARNER
SAFE

GOTCHA
RESPECTFUL
RESPONSIBLE
A LEARNER
SAFE

GOTCHA
RESPECTFUL
RESPONSIBLE
A LEARNER
SAFE

GOTCHA
RESPECTFUL
RESPONSIBLE
A LEARNER
SAFE

GOTCHA
RESPECTFUL
RESPONSIBLE
A LEARNER
SAFE
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal misconduct</strong></td>
<td><strong>MINOR</strong></td>
<td><strong>MAJOR</strong></td>
</tr>
</tbody>
</table>
| Student engages in low intensity repeated use of inappropriate language. | • Swearing when they make a mistake.  
• Mumbles obscenity in frustration.  
• Talking back.  
• Yelling at another student.  
• Disrespectful tone.  
• Insolent response to instructions.  
• Muted or inferred swearing.  
• Poor attitude – “whatever” “this sucks”. | Swearing or curse words directed towards others in a demeaning, provoking or aggressive manner.  
Disrespectful messages and actions include negative comments based on race, religion, gender, age, ethnicity, disability or other personal matters. |
| | • Swearing or use of abusive language directed at another person.  
• Name calling.  
• Deliberate use of offensive language in front of peers.  
• Discriminatory or racist remarks.  
• Arguing with an adult. | |
| **Truant / skips class** | **MINOR** | **MAJOR** |
| Student in school grounds but not in their timetabled class | • Student wandering around school.  
• Hiding in toilet.  
• Hiding in other location.  
• Using playground equipment during timetabled class. | Unexplained absence (with or without parent / guardian knowledge) |
| | • Leaving school grounds without permission.  
• Repeated failure to attend school.  
• Repeated absence from school without parent / carer permission. | |
| **Threats to others** | **MINOR** | **MAJOR** |
| Student threatens to harm others (low aggression and low likelihood of acting upon threat). | • Aggressive body language.  
• Verbal threat.  
• Written threat.  
• Non – verbal threat (shaking fist). | Student threatens others with the intention of causing physical or emotional harm (high aggression and high likelihood of acting upon threat). |
| | • Encouraging / instigating others to fight them or each other.  
• “I'll get you after school.”  
• “You’re dead.”  
• “I’m going to bash you.”  
• “I’m going to kill you.” | |
| **Third minor referral** | **MINOR** | **MAJOR** |
| | | Repeated inappropriate behaviour despite staff support, correction and intervention and parent contact. |
| | • As per all minor behaviours.  
• 3 minor behaviours (per behaviour, per week).  
OR  
• 5 minor behaviours (per behaviour, per term). | |
| Substance misconduct involving tobacco and other legal substances | Student is using, in possession of and/or assisting other students to access inappropriate legal substances. | • Alcohol.  
• Tobacco.  
• Prescription medication.  
• Sniffing aerosols / glues. |
| --- | --- | --- |
| Substance misconduct involving illicit substances | Student is using, in possession of and/or assisting other students to access illicit substances. | • All illicit substances.  
• Making contact with others dealing in drugs.  
• Concealing drugs.  
• Selling / giving drugs to others. |
| Refusal to participate in program of instruction | Student chooses not to engage in their program by passive defiance or avoidance actions; fails to engage in set tasks or respond to instructions. | • “I’m not doing this.”  
• Task avoidance.  
• Extended time taken to gather required materials  
• Refusing to gather required materials.  
• Arms folded, head on desk.  
• Walking away or around classroom.  
• “You can’t make me.”  
• Leaving the classroom without permission.  
• Continuing verbal defiance / refusal.  
• Deliberately destroys work task and/or work materials.  
• Repeated minor refusal behaviours despite staff support (3 per behaviour, per session). |
| Property misconduct | Low intensity misuse of school property by using school or other equipment inappropriately causing little to no damage or harm. | • Throwing objects in class.  
• Kicking / pushing over furniture.  
• Scribbling on inappropriate surfaces.  
• Hiding others and school belongings.  
• Tearing pages from books.  
• Snapping rulers, pencils, crayons, erasers etc.  
• Using other students’ property without permission (no intent to steal).  
• Deliberately discarding waste on the floor.  
• Disrespectful use of all school property (low aggression).  
• Deliberate sabotage of equipment or property.  
• Deliberate vandalism.  
• Clogging drains, bubblers and toilets with paper or other foreign objects.  
• Disrespectful use of all school property (high aggression).  
• Cutting of carpets, curtains etc.  
• Theft of property that belongs at school, or to the school, or to that of others.  
• Theft of GOTCHA cards to benefit self. |
| Property misconduct | Student wilfully damages or misuses property that results in substantial damage or harm.  
Theft – Taking someone else’s property without permission. Being in possession of, having passed on, or being involved in the deliberate removal of someone else’s property. | • Deliberate vandalism.  
• Clogging drains, bubblers and toilets with paper or other foreign objects.  
• Disrespectful use of all school property (high aggression).  
• Cutting of carpets, curtains etc.  
• Theft of property that belongs at school, or to the school, or to that of others.  
• Theft of GOTCHA cards to benefit self. |
| **Possess prohibited items** | Student found in possession of prohibited items. | Student in possession of weapons, inappropriate published materials concealed on their person or within their school or personal property (tidy tray, school bag). | • Weapons of all description.  
• Ammunition (live or spent).  
• Pornographic material.  
• Instructions on how to construct dangerous and/or illegal objects / materials. |
|---|---|---|---|
| Prohibited items (use of) | Student uses and/or shows other students non-dangerous prohibited items. | Student uses and/or shows to others weapons, inappropriate published materials concealed on their person or within their school or personal property (tidy tray, school bag). | • Weapons of all description.  
• Ammunition (live or spent).  
• Pornographic material.  
• Instructions on how to construct dangerous and/or illegal objects / materials. |
| Physical misconduct | Inappropriate physical conduct / touching which could result in minor injury. | Actions involving serious physical conduct where injury may / has occurred. Intent to cause injury, harm to others, or threaten others physically. | • Fighting.  
• Punching.  
• Kicking / Scratching.  
• Pushing off furniture / equipment.  
• Slapping / Choking.  
• Tackling / throwing to the ground.  
• Hair pulling.  
• Spitting at or on others.  
• Hitting with an object.  
• Using or intent to use sharp / dangerous objects or weapons.  
• Pulling own or other’s pants down (dacking).  
• Deliberately throwing objects at others. |

- Spray paints, aerosols, water bombs, chewing gum, permanent marker and liquid paper (other than for use in class), make up
- Weapons of all description.
- Ammunition (live or spent).
- Pornographic material.
- Instructions on how to construct dangerous and/or illegal objects / materials.
<table>
<thead>
<tr>
<th>Other conduct that is prejudicial to the good order and management of the school</th>
<th>Unsafe or disruptive behaviour outside classrooms.</th>
<th>Running on cement or around buildings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hiding underneath buildings.</td>
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<tr>
<td></td>
<td></td>
<td>Jumping off stairs.</td>
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<tr>
<td></td>
<td></td>
<td>Running on verandas.</td>
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<tr>
<td></td>
<td></td>
<td>Sliding down stair railings.</td>
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<tr>
<td></td>
<td></td>
<td>Riding bikes, scooters or skateboards around school grounds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entering out of bounds areas.</td>
</tr>
<tr>
<td></td>
<td>Dangerous behaviour on school grounds.</td>
<td>Conduct that damages the school’s name and reputation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ongoing breach of minor definition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climbing on top of roofs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate behaviour while on camps or excursions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smoking, swearing or any other anti-social behaviour in the wider community (regardless of wearing school uniform or not).</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Brief or low-intensity failure to respond to adult requests.</td>
<td>Not following school expectations:</td>
</tr>
<tr>
<td></td>
<td>Refusal to follow class and/or school routines, rules and expectations.</td>
<td>As a member of the Ballandean State School Community I am:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respectful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responsible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safe</td>
</tr>
<tr>
<td></td>
<td>Repeated refusal to follow or comply with expected (and taught) routines and expectations.</td>
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<tr>
<td></td>
<td></td>
<td>Temper tantrums.</td>
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<tr>
<td></td>
<td></td>
<td>Walking away after direction and/or redirection.</td>
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<tr>
<td></td>
<td></td>
<td>Verbal defiance.</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Using objects/equipment as weapons with the intention of causing harm to self, others or property.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using an object to cause serious harm to others or property.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-harm.</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>Engaging in minor, low level lying and/or cheating.</td>
<td>Starting rumours/stories – sharing untrue, hurtful stories about other students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consistently cheating to win at games (in and out of the classroom).</td>
</tr>
<tr>
<td></td>
<td>Student tells lies/spreads rumours then denies behaviour violations despite evidence.</td>
<td>Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spreading serious stories, gossip and/or rumours about others with the intent to hurt or harm their reputation and get them in trouble with staff.</td>
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<td></td>
<td></td>
<td>Plagiarism.</td>
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<td></td>
<td></td>
<td>Using technology to access information during testing.</td>
</tr>
<tr>
<td>Late</td>
<td>Arriving late at school or class without adequate reason.</td>
<td>Arrives 15 minutes late for school without adequate reason.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeatedly arrives late to school or class without adequate reason.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeatedly arrives late (15 minutes or more) without adequate reason.</td>
</tr>
<tr>
<td><strong>IT misconduct</strong></td>
<td><strong>Student engages in non-serious but inappropriate use of personal or school technology (as per IT Policy).</strong></td>
<td><strong>Student engages in serious misuse of personal or school technology (as per IT Policy).</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| | • Sending inappropriate emails, video material etc.  
• Use of personal technology in class without permission.  
• Refusal to turn of devices when requested. | • Sending malicious emails, offensive video material etc.  
• Attempting to and/or accessing and displaying pornographic or sexually explicit material.  
• Recording students (self or others) engaging in socially unacceptable behaviour.  
• Uploading to social media recordings of behaviour violations.  
• Repeated unauthorised use of personal technology in class despite correction. | | • Wearing items that do not adhere to the school’s dress code without notification from parent/guardian. | | | • Wearing clothing displaying offensive, obscene language and/or imagery.  
• Repeatedly breaching the school’s dress code without parent/guardian notification. | |
| **Disruptive** | **Low intensity inappropriate behaviour that disrupts or disturbs teaching a learning.** | **Repeated behaviour that deliberately stops teaching and learning for a prolonged period of time.** | **Disruptive** | **Low intensity inappropriate behaviour that disrupts or disturbs teaching a learning.** | **Repeated behaviour that deliberately stops teaching and learning for a prolonged period of time.** | **Disruptive** | **Low intensity inappropriate behaviour that disrupts or disturbs teaching a learning.** | **Repeated behaviour that deliberately stops teaching and learning for a prolonged period of time.** | **Disruptive** | **Low intensity inappropriate behaviour that disrupts or disturbs teaching a learning.** | **Repeated behaviour that deliberately stops teaching and learning for a prolonged period of time.** |
| | • Inappropriate talking not-related to classroom activity.  
• Talking over teacher/staff.  
• Calling out.  
• Playing with object/toys.  
• Picking threads from the carpet.  
• Hiding from the teacher/staff.  
• Deliberately making distracting noises.  
• Talking to others to distract from learning.  
• Wandering around the room. | | | | | | | | | | |
<table>
<thead>
<tr>
<th>Defiant/threats to adults</th>
<th>Repeated refusal to follow adult directions. Student threatens an adult.</th>
<th>Repeated refusal to follow adult directions. Student threatens an adult.</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Yelling hostiley at an adult and refusing to follow directions. · Abusive/threatening language or gestures towards adults. · Repeated refusal to follow adult directions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bullying / Harassment</th>
<th>Student engages in low level, repeated behaviour intended to annoy, bother or belittle others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Excluding others. · Minor insults. · Minor teasing/name calling · Hiding other students’ personal property. · Making inappropriate or threatening faces. · Whispering about another student.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bullying / Harassment</th>
<th>Student engages in repeated or serious threats, intimidation, negative comments or personal attacks based on race, ethnicity, gender, religious beliefs, disability or other personal matters. Includes cyber bullying.</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Sexual comments intended to intimidate. · Verbal and/or physical threats to harm another person. · Inappropriate touching of others. · Encouraging/instigation others to fight. · Forcing another student to hand over personal property.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Student engages in any other minor behaviour which does not fall into the above categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Staff will specify the inappropriate behaviour when recording incident details on OneSchool.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Other</th>
<th>Student engages in any other major behaviour which does not fall into the above categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Staff will specify the inappropriate behaviour when recording incident details on OneSchool.</td>
<td></td>
</tr>
</tbody>
</table>