Andergrove State School
Responsible Behaviour Plan for Students
based on The Code of School Behaviour
2017 - 2019

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1. Purpose
Andergrove 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. We are committed to ensuring all young Queenslanders have a right to and receive a quality education.

Our School Wide Positive Behaviour Support aims to provide a safe, supportive and productive learning environment where everyone is encouraged to take responsibility for their own behaviour. Our Responsible Behaviour Plan for Students focuses on promoting positive behaviours throughout the school.

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 effectively maximised and students can participate positively within our school community.
2. Consultation and data review

Andergrove State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through input and feedback opportunities including ‘draft’ distribution, community, Student Council and Staff meetings, held during November 2009. A review of school data relating to behaviour incidents and issues also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in December 2009, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

All areas of Andergrove 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 system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicitly stated. All school community members have clear and consistent expectations and understandings of their role in the educational process. As a result, positive and productive learning and teaching environments are established and maintained.

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

- Always Be Safe
- Always Be a Learner
- Always Be Respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour. Our expectations with regard to these 3 rules are detailed in Appendix 6 of this document.

Andergrove State School community believes in a whole of school approach to behaviour management which acknowledges the rights and responsibilities of all.

Our School Community believes in:

- respecting for the safety and well-being of all
- respecting the right of everyone to learn or teach to their potential
- the development of responsible behaviour through problem resolution that reflects the principles of natural justice
- students learning best in environments that are success orientated and which reflect the principles of equity and social justice, acknowledging and encouraging appropriate behaviours
- supporting students in partnership with parents, carers and school staff
- supporting students whose behaviour is in breach of the school’s Responsible Behaviour Plan for Students, including planned consistent actions that maintain a safe, productive learning environment and increase the student’s opportunity to succeed
- students being accountable for their actions
- the school being aware of the cultural beliefs and values of ethnic groups within our school community
- flexibility in catering for the needs of students

Andergrove State School defines a safe, supportive and productive learning environment as one where

- all members of the school community feel safe and valued.
- social and academic learning outcomes are maximised for all through quality curriculum, quality interpersonal relationships and effective school structures.
- behaviour management involves a continuum of action from the proactive to the reactive.
- self-discipline, self respect and adherence to a Code of Conduct is fostered and reinforced.
- non-violent and non-discriminatory language and practices are defined, modelled and reinforced.
4. Code of Conduct

1. We treat all people with kindness, courtesy, respect, and co-operation.
2. We demonstrate self respect, show pride in our work, our school and community.
3. We practice good health and safety habits considering others first at all times.
4. We try our best at all times.
5. We are in the right place, doing the right thing, at the right time.
6. We accept responsibility for our own actions.
7. We are truthful and honest.
8. We are properly dressed and equipped for each school day.

To achieve these goals, it is imperative that all members of our school community, children, staff, parents and carers, cooperate, demonstrate mutual respect and are responsible for their own actions.

Before & After School: There is no formal playground supervision before or after school hours. Therefore parents are advised that no children (including children under school age) are allowed to play in school grounds or on school play equipment before or after school.

Unless engaged in a staff supervised activity (e.g. Instrumental music lesson), there is no need for students to arrive before 8:30am in preparation for our 8:50am bell. When students arrive at school, they should use any time available to prepare for the day’s lessons and activities. This time should not be regarded as a “play” period.

Safety To and From School: Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Therefore students can be disciplined according to our Responsible Behaviour Plan for Students for their behaviour when traveling to or from school.

5. Facilitating positive behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Andergrove 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 students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

See Appendix 6 for details of our set of agreed school rules and specific behavioural expectations.

- **Schoolwide Expectations** - Teaching Matrix for all school settings behavioural expectations.
- **Always Be Safe** - Teaching Matrix in specific settings.
- **Always A Learner** - Teaching Matrix in specific settings.
- **Always Be Respectful** - Teaching Matrix in specific 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 on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Behaviour expectations are regularly reinforced via the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- The School Wide Positive Behaviour Support Committee regularly provides information to staff and parents, and supports others in sharing successful practices.
- Upon arrival, new students as well as new and relief staff are provided with the Andergrove State School Responsible Behaviour Plan for Students.
- Individual support profiles are 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.
- Specific policies address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
REINFORCING EXPECTED SCHOOL BEHAVIOUR

At Andergrove State School, communication of our high behaviour expectations are backed through reinforcement, which provides students with positive feedback and encourages high standards of 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. All staff members are keen to give consistent and appropriate acknowledgement & rewards.

The vast majority of children at Andergrove State School display appropriate and responsible behaviour. To promote children’s continued positive behaviour, a range of proactive strategies have been enacted within the school which can include …

- **Verbal Reinforcement** acknowledgement, thanks.
- **Responsible Student Behaviour Cards** – Green (positive behaviour) or Blue (Improvement/Encouragement) See Appendix 3
- **Awards** – Student of the Week, Class Awards, Annual Awards.
- **Invitations to participate in Peer Tutoring, Buddy Classes, Peace Patrol, Tuckshop Helpers**
- **End of Term Rewards Day, Disco Invitation & Tuckshop Draw**
- **You Can Do It … Ignore-Warn-Report but NO PAY BACK**
- **Student Leadership**, Student Council, Sports Captains, School Captains, Cultural leaders,
- **Home Communication** Books, Newsletters, Class Dojo, Parent Teacher Interviews
- **Extra-curricula & extension activities** including Sporting, Cultural and Academic pursuits.
- **Extra Play** for completed homework and attendance

Curriculum programs within classrooms are differentiated to cater for individual student learning needs including students identified with learning difficulties, special needs and gifts or talents.

6. Processes for responding to unacceptable behaviour

RESPONDING TO UNACCEPTABLE BEHAVIOUR

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and focuses on teaching children to make responsible behaviour choices.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level or infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then to ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level or frequent problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Andergrove State School has strategies that provide educational support or intervention in response to unacceptable behaviour.

1. Explicitly stated Classroom and Playground rules, structures and procedures
2. Restatement and Rule Reminders
3. Responsible Behaviour Cards – Yellow (Warning), Orange or Red (Consequence)
4. Thinking time - Time Out and Time Away
5. Teacher - Student Plan of Action
6. School Intervention and Recording of Student Inappropriate Behaviour

Targeted behaviour support:

Each year a small number of students may be identified through our data as needing extra in the way of targeted behavioural support. 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.

Some students attend their scheduled classes and activities are appropriately adjusted as required. However, they have increased daily opportunities to receive positive contact with adults, additional support from school staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their learning program through academic support, adult mentoring or intensive social skills training.
All staff members are provided with relevant professional development based on an overview of our school's Responsible Behaviour Plan for Students, our School Wide Positive Behaviour Support plan, referral & response processes, the reporting responsibilities of staff and the special support of individual students.

Students whose behaviour does not improve after low level intervention and support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### Intensive Behaviour Support: Behaviour Support Team

Andergrove State School is committed to educating all students, including those with the high behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support. As required the school administration may form an Intensive Behaviour Support Team, who …

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes academic and social program adjustments as required for the student, and
- works with the Whole School Positive Behaviour Support Committee to achieve continuity and consistency.

The **Intensive Behaviour Support Team** has a simple and quick referral system. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin 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 district-based behavioural support staff.

Andergrove State School also has access to Specialist Behaviour Support through

- Guidance Officer
- SWD staff
- Justice & Equity Team (JET)
- Mackay Student Support Centre
- Targeted funding from the Regional Behaviour Reference Group
- SCAN Team

These resources can assist with intensive intervention or offer behaviour support programs which support continued student learning.

### 7. Consequences for unacceptable behaviour

Andergrove State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour choices are made, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Responsible Behaviour Cards are used to record all minor problem behaviours while One School records are maintained for major problem behaviour. The school administration monitors behaviour reports and takes a student’s past behaviour history into account when determining appropriate consequences or sanctions.

**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; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**Ensuring consistent responses to problem behaviour**

At Andergrove State School all staff members are 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 re-directs their behaviour or consequences are applied for problem behaviour.
Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is initially managed by the staff member but is also likely to be referred to the school Administration team

**Minor** behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

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

**Major** behaviours are those that:

- indicate a student has not changed a pattern of repeated minor problem behaviours – i.e. students who are issued more than two Responsible Student Behaviour Consequence (Orange/Red) Cards in one term of school (see Appendix 4)
- significantly violate the rights of others (e.g. Bullying – see Appendix 2)
- put others / self at risk of harm
- involve the misuse of communicative technologies (see Appendix 1)
- require the involvement of school Administration.

**Major** behaviours result in a 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 advises a member of the school administration and escorts the student to Administration.

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

**Phase One Consequences:**

- **withdrawal from class**, time in office, removal to withdrawal room (e.g. when disruptive of teaching or other students’ learning),
- **break time detention** (The Qld Ed Act states that a student at a State School may be detained during the recess as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline)
- **redirection to alternate lunchtime activities** (e.g. Options Room, Library Courtyard)
- **loss of privilege** (e.g. 2 or more consequence cards means student is not invited to school or P&C disco that term unless their parent will also be present and accept responsibility for their supervision),
- **withdrawal from excursions and/or camps** (i.e. 2 or more consequence cards in that term signals that a student’s past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety)
- **restitution or compensation.** Where personal or school property is damaged, a student’s parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred.
- **warning regarding future consequence** (i.e. suspension) for repeated offence,
- **teacher & student “Plan of Action”:** If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional behaviour support from the Justice and Equity Team.
- **parent contact** - When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process.
Phase Two Consequences:

- **Phase One consequences** and/or
- withdrawal from co-curricular activities for that term (i.e. 2 or more consequence cards in that term signals that a student’s past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety at interschool sport, Rewards Day activities, School Disco and/or Yr 6 Social).
- **after school detention** (The Queensland Education Act states that a student at a State School may be detained for a period of one half hour after school as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline. Every effort will be made to notify parents of an impending after school student detention)
- **behaviour contracts**: As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents may be involved in this process. The school’s Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.
- **parent interview** (good home – school communication offers the best support environment for students)
- **referral to Guidance Officer**
- **referral to Intensive Behaviour Support Team**
- suspension from school. Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (e.g. refuses to attend detention) or who engage in serious breaches of this Responsible Behaviour plan, may be suspended. Student disciplinary absences are used after consideration has been given to all other possible responses. Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Ed Qld policy: SM-16 Student Disciplinary Absences.
  - If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.
  - If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.
- **students not eligible for any Yr 6 Student Feature Awards** – Andergrove State School has high expectations of the behaviour of our Year 6 students. If any Year 6 student were to receive a suspension, this would have a serious negative impact on the likelihood of their being considered for such major awards such as Dux, Citizenship, Most Accomplished Student, Sportsperson of the Year, and Outstanding Cultural Achievement.

Phase Three:

- **Phase One or Two consequences** and/or
- Students who engage in very serious problem behaviours such as persistent wilful disruption to classes, major violent physical assault, the use or supply of weapons or drugs can expect a proposal to exclude the student from the Principal and to be recommended for exclusion from school following an immediate period of suspension.
- Cyberbullying – Students who expose or send sexually explicit images to other students can expect a suspension/exclusion and the Police to be contacted. An investigation will take place with the possibility of the student being charged with a criminal offence.
- Students who have brought weapons, such as knives, to school can expect the Police to be called and an investigation to take place. This can result in the student being charged with a criminal offence. Should the student’s behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.
8. Examples of major & minor unacceptable behaviours

The following table outlines examples of major and minor problem behaviours but is not meant to be a complete or comprehensive listing of behaviour problems that may be encountered at school:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major: Includes repeated minor infringements</th>
</tr>
</thead>
</table>
| Movement around school        | • Running on concrete or around buildings  
• Running in stairwells  
• Not walking bike in school grounds  
• Leaving classroom or learning activities.                                                                                                                                                     | • Climbing trees  
• Riding skateboards or scooters in school grounds in a dangerous manner  
• Leaving classroom, learning activities or school without permission.                                                                                                                               |
| Play                          | • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets                                                                                                                                                                                     | • Throwing objects  
• Possession of weapons (e.g. Knives)  
• Willfully engaging in unsafe practices.                                                                                                    |
| Physical contact              | • Minor physical contact (e.g. pushing and shoving)                                                                                                                                                     | • Physical violence/aggression (e.g. hitting, kicking).  
• Fighting                                                                                                                                                                                            |
| Correct Uniform               | • Not wearing a hat in playground  
• Not wearing shoes outside                                                                                                                                                                               | • Willful failure to comply with the school’s agreed dress code. (make up/fingermail polish)  
• Possession of cigarettes  
• Substance abuse (e.g. smoking)  
• Possession or selling of prescription or illegal drugs.                                                                                                                                             |
| Other                         |                                                                                                                                                                                                     |                                                                                                                                              |
| Class tasks                   | • Not attempting or not completing set learning tasks that are at an appropriate ability level for the student.  
• Not attempting or not completing class or homework that is at an appropriate ability level for the student.                                                                                     | • Persistent refusal to complete tasks, especially when given an opportunity to complete work during break time or while on detention  
• Consistently not completing homework.                                                                                                     |
| Being in the right place      | • Not being punctual (e.g. lateness after breaks)  
• Not in the right place at the right time.                                                                                                                                                           | • Leaving class against direction (out of sight)  
• Leaving school without permission.  
• Truancy  
• Deliberately late to class, despite warnings.                                                                                                                                                    |
| Follow instructions           | • Low intensity failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour                                                                                                                                                                             | • Challenging authority (e.g. saying ‘no’ when given instruction or direction)  
• Willful and/or persistent disobedience.                                                                                                                                                    |
| Accept outcomes for behaviour | • Forgetting required materials.  
• Minor dishonesty (no major consequence)                                                                                                                                                             | • Willfully not having required materials at school  
• Major dishonesty (deliberate lies)                                                                                                                                   |
| Mobile Phone & other Personal Technology Devices | • In possession of mobile phones (electronic devices)  
• Mobile phone switched on in any part of the school at any time without authorisation (no permission from an authorised staff member)                                                                                                                                 | • Use of mobile phone (electronic devices) in any part of the school for voicemail, email, text messaging or filming purposes without authorisation  
• Inappropriate use of computer software (Face Book, U-Tube, Instagram) to abuse, denigrate or insult staff, students or our school. |
| Language                      | • Inappropriate language (written/verbal)  
• Disruption of classes, e.g. Calling out  
• Poor attitude  
• Insolence to staff and other adults, e.g. disrespectful tone of voice                                                                                                                                 | • Inappropriate language (e.g. swearing, name calling, offensive language, racial comments) and/or threats.  
• Aggressive language, verbal harassment  
• Bullying, ‘put downs’.  
• Verbal abuse / directed profanity  
• Sexual or racial harassment                                                                                                                                       |
| Property                      | • Petty theft  
• Lack of care for the environment  
• Defacing property, minor vandalism                                                                                                                                                                    | • Deliberate theft (stealing)  
• Willful damage to school property and/or damage to others property.  
• Deliberate vandalism                                                                                                           |
| Others                        | • Littering  
• Not playing fairly  
• Minor disruption to class  
• Minor defiance – time delay before complying with requests/directions  
• Minor bullying / harassment                                                                                                                                                                         | • Deliberate ‘trashing’ of school location  
• Major or repeated bullying  
• Intimidating behaviour/ harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance  
• Offences against morality – sexual behaviour  
• Intimate physical contact (e.g. holding hands, hugging, kissing)                                                                                                                             |
| Cyber bullying                | • Inappropriate texting; email or instant messaging whether at school or such unacceptable interaction with others in the school community out of school hours.                                                                 | • Repeated inappropriate texting, sexting, or threatening email via instant messaging or social networking sites whether at school or such unacceptable interaction with others in the school community out of school hours. |
9. Emergency or critical incident responses

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

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

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

Basic defusing strategies involve staff …

Avoiding an escalation of the problem behaviour
Avoid shouting, cornering the student, moving into the student’s space, touching the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintaining calmness, respect and detachment
Model the behaviour for 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.

Approaching 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, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Following 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.

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

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others
- deliberately engaging in property destruction
- wilfully and persistently engaging in school disruption that negatively impacts on other students’ right to learn or teachers’ right to teach

Appropriate physical intervention may be used to ensure our school's duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention 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.

Staff understand:

- physical intervention cannot be used as a form of punishment
- avoid physical intervention when a less severe response can effectively resolve the situation
- the need to investigate the underlying function of the behaviour.
- physical intervention is not to be used as a response to:
  - refusal to comply when consequence only impacts on offender
  - verbal threats
leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping: Each significant instance involving the use of physical intervention may be formally documented. One of the following records would be appropriate:

- ‘One School’ incident report
- SMS Health and Safety incident record (if appropriate)
- Debriefing report for student and staff (Appendix 4).

10. Network of student support

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

- Parents/Carers
- Teachers
- Special Needs Support Staff
- Administration Staff
- Guidance Officer

- Advisory Visiting Teachers
- Mackay Student Support Centre Staff
- CEC Officer
- School Adopt-A-Cop
- Ancillary Staff

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
- Mackay Regional Council

11. 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.

Andergrove State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising and taking into account students' previous behaviour record, severity of the incident, amount of reliable evidence, degree of provocation, intent of the action, honesty and perceived level of genuine remorse.
- 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 support appropriate to their learning and/or impairment needs.

All members of the school community are advised that recent changes to the “Disability Discrimination Act 1992”, includes a definition of disability which “… includes behaviour that is a symptom or manifestation of the disability.” Therefore it may be considered discriminatory to impose certain consequences on students with disabilities who display what is typically considered inappropriate behaviours due to their disability. Professional advice may need to be sought as to whether a disabled student's behaviour is a symptom or manifestation of their disability.
12. 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 1999
- Disability Discrimination Act 1992
- 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

13. Related policies

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

14. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Regional Executive Director

Effective Date: January 2017 – 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 use personal technology devices.

Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras, iPad’s, iPod or MP3 players to school as there is a risk of damage or theft. If it is essential students have such devices at school (i.e. for use after school), devices must be taken to the school office immediately the student arrives at school in the morning and be collected just prior to leaving the school in the afternoon. If students are found in possession of such devices, they will be confiscated by school staff and may be collected by the student's parents/carers from the school office. Breaches of this prohibition may result in disciplinary consequences.

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 by parents/carers, unless required to be kept for purposes of Police and/or disciplinary investigation, when devices will only be returned to parents.

Devices potentially containing evidence of criminal offences will 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 any reason, for the rest of that term, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged 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 taken to the school office so they are out of sight. Personal technology devices may only be used without staff permission once a student has left the school grounds.

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

Students must not record images anywhere that recording would reasonably be considered inappropriate (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\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording
are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

**Text communication**
The sending of text messages that contain obscene language, name calling and/or threats may amount to bullying, harassment and/or stalking, and will subject the sender to discipline and possible referral to Queensland Police Service (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 Deputy Principal or Principal.

**Responsibility Outside School Hours:**
Students who use Personal Technology Devices outside of school hours such that there is a negative impact on others in the school community, are considered to have negatively affected the good order and management of the school. Such behaviour will result in consequences as outlined on pages 6 & 7.

*Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchi®, laptop computers, IPads, Tablets, 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.*

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

**Purpose**

1. Andergrove State School strives to create positive, predictable environments for all students at all times. The disciplined teaching and learning environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures and academic growth
   - 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 at Andergrove 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 is generally considered to be deliberate behaviours aimed at having a negative impact upon victims. Behaviours that will not be tolerated at Andergrove State School include …
   - name-calling
   - taunting, teasing or threatening
   - mocking, embarrassing
   - making offensive comments
   - kicking, hitting, pushing, etc
   - taking belongings
   - inappropriate text messaging
   - sending offensive or degrading images by note, phone or internet
   - producing offensive graffiti
   - gossiping
   - excluding people from groups
   - spreading hurtful and/or untruthful rumours

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

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

**Rationale**

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

**Prevention** (see also ‘Preventative Approaches to Bullying’ below)

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
- Students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- 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, etc
- Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Anti-bullying and Cybersmart lessons are taught by teachers or other professionals (eg. Police) in classrooms with both a preventative and responsive intention. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. Lessons teach the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander (i.e. Ignore-Warn-Report but NO PAY BACK)

11. Lessons may focus on particular bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Andergrove State School uses behavioural data for decision-making. This data is entered into our One School database 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.

**Preventive Approaches to Bullying**

Preventive approaches include ongoing strategies designed to foster the active involvement of all students. For all students all of the time, these include:

- Recognising the complexity of the problems of bullying and harassment
- Establishing a school culture that actively promotes non-violence
- Ensuring student voices are heard and they actively participate in meaningful decision making
- Recognising and celebrating diversity and promoting justice and equality
- Fostering the involvement of parents and the school community
- Instigating environmental scans and surveys to examine student perceptions of safety and the use of resources and spaces within the school
- Focusing on socialisation e.g. role models, leadership programs, peer support programs, group dynamics and cooperative learning
- Examining and challenging power structures within the classroom, school and wider society
- Investigating the school’s role in social construction of race, gender and class, as a means of developing programs which celebrate diversity and promote equity, examining and challenging power structures within the classroom, school and wider society
- Developing effective behaviour management policies and programs

**Staff are:**
- role models in word and action at all times.
- observant of signs of distress or suspected incidents of bullying.
- minimizing occasions for bullying by active patrolling during playground supervision.
- at class on time.
- helping victims by treating all reports of bullying seriously and removing sources of distress without placing the victim at further risk.
- reporting suspected incidents to the appropriate staff member/s

**This requires children to:**
- IGNORE … refuse to be involved in any bullying situation.
- WARN … take some form of preventative or positive response action.
- REPORT the incident or suspected incident and help break down the code of secrecy.
- NEVER PAY BACK …this only complicates the situation.

**Andergrove State School recommends that parents:**
- Watch for signs of distress in their children, e.g. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra pocket money, damaged clothes or bruising.
- Take an active interest in your child’s social life and their acquaintances
- Advise your child/ren to tell a staff member (class teacher, teacher on duty) about incidents. If possible allow him/her to report and deal with the problem him/herself. They can gain much respect through taking the initiative and dealing with the problem without parental involvement. It is important to offer support to children at this point.
- Inform the school if bullying is suspected, whether your child is the bully or victim.
- Keep a written record of reports (who, what, when, where, why, how)
- Do not encourage your child to retaliate.
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
- Be willing to attend interviews at the school if your child is involved in any bullying incident.
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected.

When staff, students, parents and carers work together we create a safer and more enjoyable learning environment at Andergrove State School.

**The following procedural steps could be followed when dealing with a report of bullying.**
This is a general plan for dealing with bullying. In specific cases administrators may be required to exercise discretion with regard to taking disciplinary action. The progression of steps through this plan can be terminated at any time the bullying ceases.

**Significant bullying report received …**
1. Teacher investigates and discusses situation with students concerned and applies appropriate consequences as per Responsible Behaviour Plan for Students.
2. School administration involved in counselling and/or applying appropriate consequences as per Responsible Behaviour Plan for Students. Problem may be brought to the attention of relevant staff.
3. Parents of students involved are contacted for support.
4. Guidance Officer may involved with students.
5. Other measures such as intervention by the school’s Adopt-a-Cop (in the case of serious assaults) and confrontation of the bully by the parents of the victim may be effective and appropriate if conducted with the agreement of the parents concerned and under the supervision of the Principal.
6. Disciplinary action (suspension and/or exclusion) may be taken against those deemed responsible for bullying.
NO KNIVES AT ANDERGROVE STATE SCHOOL
WORKING TOGETHER TO KEEP ANDERGROVE STATE SCHOOL SAFE

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

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

If a student has a knife a school, they can expect serious consequences, school based consequences such as Suspension or Exclusion but also criminal consequences such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

Our 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 such as Suspension and/or exclusion.
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their school bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Andergrove 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 our school Principal.
GREEN OR BLUE Positive Recognition Cards:
Students may be issued with Green or Blue Cards in recognition of their positive behaviour. Cards are signed by parents, returned to school & then returned to the student. Our weekly ‘Green Card Draws’ provide an opportunity for students who have earned Green Cards to win a Tuckshop voucher.

Students may be issued a Blue ‘Improvement Card’ when their behaviour changes from unacceptable to acceptable. An “Improvement Card” acknowledges the student’s efforts towards more positive behaviours and encourages them to continue in this manner.

Rewards Day – At the end of each term, students who have avoided any two Consequence cards (Orange or Red) are automatically invited to participate in their class Rewards Day Activities in recognition of their consistent good behaviour. Consequence cards for homework are not included.

Homework Extra Play – Students who have completed homework consistently for the term, will be rewarded with an extra playtime. Students who have not completed homework will stay in class and complete homework missed. This includes students with orange or red cards for homework.

YELLOW, ORANGE OR RED Negative Behaviour Cards
Should a student’s behaviour be unacceptable according to this Responsible Behaviour Plan, a Yellow Warning Card, or an Orange or Red Consequence Card is issued so that parents are aware of incidents that occur at school. Cards are signed by parents/guardians and returned so that school staff know parents are aware of the incident.

Rarely does a consequence result from the issuing of a Yellow Warning Card. A series of Yellow Warning cards indicates a possible pattern of less serious but nonetheless unacceptable behaviour. In such cases it is possible that any future behaviour cards issued that term would be upgraded to a Consequence Card.

Orange Consequence Cards usually indicate a ‘lunch time’ detention, while Red Consequence Cards usually results in an ‘after school’ detention or ‘in school’ isolation. Other consequences may be imposed depending on the severity of the student’s transgression (e.g. withdrawal from co-curricular, extra-curricular or recreational activities or suspension).

Students who receive more than one Orange or a Red Consequence Card in any one school term may not be invited to participate in one of the following activities for that term. If a student receives a third orange or red consequence card they will not be allowed to attend any of the below activities.

- co-curricular activities such as Friday representative inter-school sport.
- a P&C Disco (this includes 90% for attendance for the term)
- extra-curricular activities such as School Excursions and/or Camps especially if their behaviour is such that they may be regarded as a safety risk to themselves or others.
- end of term Rewards Day Activities. For these children Rewards Day is just another school day where they participate in learning programs planned by their teachers. (i.e. there is no additional consequence or punishment for these children on that day)

Following a ‘Behaviour Management Meeting’ (Admin and Class teacher), children who have been issued only one orange Consequence Card may be invited to attend Rewards Day activities,

- depending on the reason for the Consequence Card (e.g. children who were issued cards for serious misdemeanours such as physical aggression, blatant dishonesty or theft, automatically exclude themselves from rewards activities).
- if there has been an improvement in attitude or behaviour after the issuing of a consequence card
- if the student’s overall behaviour for the term has generally been positive.
Appendix 5

Debriefing Report

Debriefing may be led by a staff member 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**
- **Address organisational problems and make appropriate changes**

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).

Debriefing should provide accurate & factual information on:

- Who was involved
- What happened - before/during/after
- Where it happened
- What people involved indicated were reasons for the behaviour
- What we learned

The specific questions we want to address 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 attempted?
- What worked and what did not?
- What might be done differently next time?
- How might 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 wanted?
- What upset you most?
- What was helpful?
- What got in the way?
- What can be done better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could be done to avoid physical intervention?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
# Appendix 6

**ANDERGROVE STATE SCHOOL**

**UNIVERSAL BEHAVIOUR EXPECTATIONS MATRIX**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Playground</th>
<th>Eating area</th>
<th>Toilets</th>
<th>Transition / walkways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always be Respectful</strong></td>
<td>• Use appropriate language</td>
<td>• Take responsibility for your own lunch/rubbish</td>
<td>• Respect others privacy</td>
<td>• Move quietly to respect other learners</td>
</tr>
<tr>
<td></td>
<td>• Take turns when playing</td>
<td>• Speak quietly and appropriately to each other</td>
<td>• Respect property – no graffiti</td>
<td>• Show respect to lollipop ladies/visitors/teachers</td>
</tr>
<tr>
<td></td>
<td>• Speak positively</td>
<td>• Listen to instructions</td>
<td>• Always flush</td>
<td>• Be punctual</td>
</tr>
<tr>
<td></td>
<td>• Make sure your actions and words don’t hurt others</td>
<td>• Respect cleaners and groundsmen</td>
<td>• Leave toilets clean for others</td>
<td>• Walk around adults talking</td>
</tr>
<tr>
<td></td>
<td>• Be helpful to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Allow others to join in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Always Be Safe</strong></td>
<td>• Hands and feet to yourself at all times</td>
<td>• Stay seated while eating</td>
<td>• Wash hands with soap</td>
<td>• Walkways are for moving between areas , keep clear</td>
</tr>
<tr>
<td></td>
<td>• Correct use of equipment</td>
<td>• Always walk</td>
<td>• Use toilets appropriately</td>
<td>• Hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>• Rough play is unsafe</td>
<td>• Wash your hands before eating</td>
<td>• Walk in toilet/drink areas</td>
<td>• Walk only on paths</td>
</tr>
<tr>
<td></td>
<td>• Climbing trees is unsafe</td>
<td>• Eat only your own food</td>
<td>• Toilets are not play areas</td>
<td>• Walk quietly in two lines</td>
</tr>
<tr>
<td></td>
<td>• Always wear a hat</td>
<td>• Take your lunch box home everyday</td>
<td></td>
<td>• All play stops at first bell</td>
</tr>
<tr>
<td></td>
<td>• Only play in play areas</td>
<td></td>
<td></td>
<td>• No running on cement</td>
</tr>
<tr>
<td><strong>Always Be a Learner</strong></td>
<td>• Learn new games</td>
<td>• Eat healthy food</td>
<td>• Remember to go to the toilet at the correct time</td>
<td>• Walk sensibly</td>
</tr>
<tr>
<td></td>
<td>• Learn the rules</td>
<td>• Eat fresh food first</td>
<td>• Return promptly to class</td>
<td>• Learn to keep to the left on all walkways and stair areas</td>
</tr>
<tr>
<td></td>
<td>• Know the school rules for your games</td>
<td></td>
<td></td>
<td>• Follow teacher’s instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Make good choices</td>
</tr>
</tbody>
</table>
### ALWAYS BE SAFE

#### In classrooms

**LOOKS LIKE**
- Walk sensibly and keep hands and feet to yourself at all times
- Sit correctly on chairs, pushing them in when not in use
- Listening to instructions, and people in the right place doing the right thing
- Correct use of equipment such as scissors or electronic devices

**SOUNDS LIKE**
- Quiet, orderly movement
- People co-operating, using positive language
- Noise appropriate to activities – sometimes silent, or quiet respectful task related talk in pairs/groups

**FEELS LIKE**
- Calm, secure, no danger, comfortable, organised

#### About buildings

**LOOKS LIKE**
- Hands and feet to yourself at all times
- Always wear a hat & shoes
- Always walk, even when in a hurry
- Toilets are not play areas
- Following adults’ instructions
- Walk without climbing or swinging from poles & beams
- Following correct procedures during ‘evacuation’ and ‘lock down’ drills

**SOUNDS LIKE**
- Asking permission to leave a supervised area
- Teachers praising appropriate behaviour
- Walking quietly in two lines as classes move about the school so as to not disturb other learners

**FEELS LIKE**
- Safe, orderly, calm, independent, confident, proud of my school

#### In the playground

**LOOKS LIKE**
- Hands and feet to yourself at all times
- Always wear a hat & shoes - stay under cover if no hat
- Always walk when going to or from the play areas
- Play in your own year level areas
- Throwing nothing but sports balls (e.g. no sticks or sand)
- Playing by the rules - rough play & ‘mucking around’ is unsafe
- Ask for permission before leaving school grounds (i.e. to collect ball)
- Avoid known dangers e.g. plovers, magpies, broken equipment or fences

**SOUNDS LIKE**
- Cheerful, happy chatter & laughter amongst friends
- People and teams co-operating, working together
- Encouraging & reminding others to be safe, do the right thing, be a positive by-stander, use High 5

**FEELS LIKE**
- Fun, safe, comfortable, protected, confident people know rules and won’t bully

#### Going to or from school

**LOOKS LIKE**
- Travel with someone – not on your own
- Hands and feet to yourself at all times
- Correctly use equipment – always wear helmets
- Leave shoes on
- Stay away from strangers, tell someone if you feel threatened
- Walking across road crossings under supervisor’s directions
- Wait inside the school grounds to be picked up
- Respect neighbours property and others travelling along

**SOUNDS LIKE**
- Telling appropriate adults where you will be
- Using manners- greeting people, thanking crossing supervisor

**FEELS LIKE**
- Good exercise, safe – never walking alone, confident, responsible, independent, mature
### Teacher teaching

**LOOKS LIKE**
- Students listening, thinking, paying attention, concentrating and actively participating
- Students ignoring any distractions

**SOUNDS LIKE**
- One voice at a time
- Students answering questions, discussing, taking turns to speak

**FEELS LIKE**
- Smart, learning, excited about learning activities and enthusiastic to engage in activities

### Supervised activities

**LOOKS LIKE**
- Students at the right place, sitting correctly at desk/table
- Students cooperating, sharing ideas, working quietly
- Hand up, waiting patiently for teacher assistance
- Students helping others if finished their own work
- Students listening, enjoying learning

**SOUNDS LIKE**
- Teacher giving instructions, providing explanations
- Students using quiet voices, whispering, low level noise
- People using polite words and encouraging others

**FEELS LIKE**
- Attentive, enthusiastic, calm and relaxed, pride in working together to complete tasks
- Proud to be able to complete tasks and be successful

### Unsupervised activities

**LOOKS LIKE**
- Students staying in their work place
- Working co-operatively & productively, independently or in groups
- Students moving as directed by teacher
- Students concentrating, focused, busy, heads down 100% effort

**SOUNDS LIKE**
- Students talking/working quietly

**FEELS LIKE**
- Responsible, trusted, productive, important, independent

### Support staff

**LOOKS LIKE**
- Working the same as they would with their class teacher
- Students looking for assistance, help, feedback

**SOUNDS LIKE**
- Support staff directing and helping students
- Sharing of ideas, discussion, cooperation, questioning, using manners

**FEELS LIKE**
- Grateful for the extra help, respectful, confident, positive

### Other situations

**LOOKS LIKE**
- Same respectful behaviours as in class
- Students cooperating, being sensible and safe
- Students following instructions, on task
- Students putting in their best effort

**SOUNDS LIKE**
- Silence if required for instructions, intercom, lock down
- Students helping others, sharing and taking turns
- Best manners being used

**FEELS LIKE**
- Exciting, having a go, enthusiastic, responsible
# ALWAYS BE RESPECTFUL

## Of yourself

### LOOKS LIKE
- Making positive choices
- NED … Never Give Up + Encourage others + Do your best
- Taking pride in your behaviour, your appearance, your school work
- Treating others as you want to be treated

### SOUNDS LIKE
- Speaking positively using a friendly voice at an appropriate level & tone
- Saying “NO” to inappropriate suggestions
- Encouraging self-talk - no ‘put downs’

### FEELS LIKE
- Pride in respecting self and others
- Being trustworthy, mature
- Being happy to be at school, and feeling good about yourself

## Of other students

### LOOKS LIKE
- Actions don’t hurt others or their property
- Taking turns when playing, and including others in your games and activities
- Using manners, not interrupting others, minding your own business
- Moving quietly about the school to respect other learners

### SOUNDS LIKE
- Using appropriate language, polite talk
- Speaking positively, no put downs, threats, racial comments

### FEELS LIKE
- Being co-operative, including others, and accepting others and their opinions
- Trust, pride, showing leadership skills

## Of staff and adults

### LOOKS LIKE
- Show respect for all adults in the school, such as visitors, crossing supervisors, tuckshop workers, parents, cleaners, groundsmen
- Use manners, don’t interrupt others, look at and listen to adults, and follow adult instructions & requests
- Being helpful to others, smiling
- Walk around people who are talking

### SOUNDS LIKE
- Using appropriate polite language
- Speaking positively
- People asking to help, greeting others
- Wait to speak without interrupting others

### FEELS LIKE
- Pride in respecting self and others
- Stress-free, mature, positive, helpful, appreciated

## Of buildings and property

### LOOKS LIKE
- Don’t touch others’ property
- No graffiti
- Put your rubbish in bins, help clean up untidy areas
- Tidy your classroom and your personal belongings daily
- Turn off lights, fans, air-conditioning, computers, when not in use
- Return borrowed equipment and library books on time
- Clean and tidy environment – buildings, paths, gardens, grassed areas

### SOUNDS LIKE
- Asking others for permission to touch their property

### FEELS LIKE
- Pride in respecting self and others’ property
- Responsible
- Safe to bring my things to school
- Proud of our school
Appendix 7
Andergrove State School

Specific Behaviour Expectations
Supplementing these general expectations are specific behavioural procedures students are taught to follow in regard particular situations and circumstances.

1. Ignore, Warn, Report but NO PAY BACK strategy
2. On the way to and from school
3. Parade / assembly
4. Using the tuckshop
5. Moving about the school as a group / class
6. Moving about the school by myself
7. Entering a classroom as a member of a group
8. Entering a room by myself (e.g. with a message)
9. Leaving a classroom as a member of a group
10. Leaving a room by myself
11. Crossing the road under direction of crossing supervisor
12. Getting an adult’s attention
13. Waiting for the bus
14. Waiting to be picked up by car
15. Before school, in school grounds
16. After school, in school grounds
17. Playing on playground equipment
18. Playing a ball game as a member of a group / team
19. If I don’t have a hat
20. Eating time
21. In the library
22. Working with computers, iPads or other devices
23. Working with teacher aides
24. Working with a teacher other than my class teacher
25. Answering the phone
26. Walking on paths and stairs
27. Using the toilets
28. Mobile phones
29. Bicycles, scooters and skateboards
30. Money at school
Specific Behaviour Expectations

All staff are expected to be aware of the following student expectations. Staff should model, reinforce, reward, acknowledge and teach these expectations.

Class teachers will be reminded of the Rules and Procedures that should be taught in classes each week via the weekly ‘What’s Happening’. They are also documented in the Behaviour Teaching Program, which is provided for each class teacher.

1. Ignore, Warn, Report but NO PAY BACK

**HIGH 5: Ignore, Warn, Report. NO PAY BACK. Walk away ... I’m OK.**

When something happens at school and you don’t like it, follow the High 5. It could be something said or done to you or your friend/s, in the classroom or the playground. Always follow the High 5.

1. **Ignore** it as something unimportant & get on with your learning or play (it might have been a joke or an accident not meant to harm you)
2. Talk with the offender/s and **Warn** them. Tell them what they did that you don’t like and tell them which adult you will report to if this problem occurs again.
3. **Report** the problem to an adult who can help solve the problem.

Never ‘pay back’. Walk away ... I’m OK.

**Behaviours you don’t want to see**
- Fighting, paying back or swearing only prolongs an argument. It continues and complicates the problem.
- Pay Back only makes a problem worse and does not solve the problem as the offender gets lots of attention from you.

**Behaviours you would like to see instead – these become your explicit expectations**
- Children only have three choices when something happens that they don’t like: Ignore, Warm, Report.
- Never ‘pay back’
- Walk away. There is no more for you to do.
- Let the adults deal with it. You’re OK.
- Introduce **HIGH 5 poster** (Appendix 4).

Discussion Point: “Expressing Your Opinion”.
Everyone has the right to express their opinion.
- Practice saying it in your head first
- Pick a good time to say it (don’t interrupt)
- Use a friendly voice and speak clearly
- Stay on the topic

Don’t get upset if people disagree with you. Remember, they have a right to an opinion too.

2. On the way to or from school

**Behaviours you don’t want to see**
- Not coming directly from home to school.
- Not walking on footpaths.
- Visiting friends’ houses without parent permission.
- Going to the shop before school.
- Not riding on bike paths or safely on left side of the road.
- Using inappropriate language in public places.
- Bullying, threatening or touching others.
- Interfering with others’ property – e.g. going into other people’s yards, climbing retaining walls, looking in letter boxes, picking flowers

**Behaviours you would like to see instead – these become your explicit expectations**
- Travel directly from home to school using the shortest and safest route.
- Only visit friends or the shop with your parents’ permission.
- Stay away from and off other people’s property.
- Stay on footpaths or bike paths wherever possible.
- Be aware of ‘stranger danger’. Report any incidents to staff or parents.
- Talk quietly to your friends – avoid loud shouting or mucking about.
- Wear your uniform proudly and let your actions be a good advertisement for your school.
### 3. Parade and assembly

**Behaviours you don't want to see**
- Talking or distracting others on parade is disrespectful.
- Walking out of the class line and walking too slowly will not get the class to parade on time.

**Behaviours you would like to see instead – these become your explicit expectations**
- Make sure your uniform is neat.
- In two lines walk quickly and quietly to the parade area.
- Wait for the teacher to direct you to your correct seating area.
- Sit in your two lines, facing the front, with your legs crossed, listening to the speakers.
- During the National Anthem, have your hands by your side, face the flag and join in singing.

### 4. Using the tuckshop

**Behaviours you don't want to see**
- Pushing or shoving while waiting in line.
- Letting others into the line with you.
- Being rude to tuckshop workers.
- Buying for or sharing food with others.

**Behaviours you would like to see instead – these become your explicit expectations**
- Tuckshop orders to be written on a brown paper bag with child’s name, class, choice 1st/2nd break PRIOR to 8.50am. Brown paper bags may be purchased at the tuckshop.
- Tuckshop to be collected by the student by lining up at the chosen lunch break in a sensible manner.
- Wait patiently, be polite and use your manners (“Please” and “Thank you”)

### 5. Moving about the school as a group or class

**Behaviours you don't want to see**
- Pushing, tripping, touching others.
- Yelling, talking loudly.
- Walking in the middle or on the right hand side of paths or stairways.

**Behaviours you would like to see instead – these become your explicit expectations**
- Line up quietly in two straight lines, following the teacher’s instructions.
- Keep hands and feet to yourself.
- Walk on the left hand side of paths and stairs.

### 6. Moving about the school by myself

**Behaviours you don't want to see**
- Running or making unnecessary noise.
- Loitering.
- Being absent from class longer than you need to be (e.g. stopping to talk or look at display boards etc.).

**Behaviours you would like to see instead – these become your explicit expectations**
- Walk the shortest route, quietly, staying on the left hand side of paths and stairs.
- When you return to your classroom, report to your teacher so they know you are back safely.

### 7. Entering a classroom as a member of a group

**Behaviours you don't want to see**
- Entering a room where no adult is present.
- Continuing to talk or play as you might in the playground.

**Behaviours you would like to see instead – these become your explicit expectations**
- WALK to the room as a group, straight from where you have come. (no drinks or toilet)
- WAIT quietly outside the door until you are told to enter. Listen for directions.
- If there is no adult in the room, you MUST NOT enter.
- Walk quickly & quietly to your desk – hands and feet to yourself.

### 8. Entering a classroom by myself (for example, to deliver a message)

**Behaviours you don't want to see**
- Walking into the room uninvited.
- Talking without being invited to do so.
- Calling out to children in the class, distracting or disturbing the class.

**Behaviours you would like to see instead – these become your explicit expectations**
- Knock on the door and step into the room and wait until you are acknowledged by the teacher.
- When acknowledged by the teacher start with “Excuse me…” and explain your purpose.
- When finished say, “Thankyou…” and quietly close the door.
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Behaviours you don't want to see</th>
<th>Behaviours you would like to see instead – these become your explicit expectations</th>
</tr>
</thead>
</table>
| 9.      | Leaving a classroom as a member of a group | - Running, pushing past others.  
- Loud behaviours such as calling out to others. | - Put items away, stand quietly behind desk with chair in and wait for direction to exit and then do so in an orderly manner. |
| 10.     | Leaving a room by myself | - Leaving without permission.  
- Speaking / requesting permission loudly or rudely, or disrupting class when leaving. | - Always ask teacher before leaving either by putting your hand up or approaching the teacher.  
- Leave quietly and avoid disrupting class.  
- Walk quickly and quietly keeping hands and feet to yourself when moving around the school. |
| 11.     | Crossing the road | - Crossing the road in places other than at the crossing.  
- People running, or riding bikes, scooters or skate boards.  
- Back chatting the crossing supervisor. | - Wait patiently at the right place behind the line.  
- Wait for the whistle to cross the road and pay attention to what the crossing supervisor says.  
- Only cross the road using the crossing.  
- Walk across the crossing wheeling bikes or scooter and carrying skate boards. |
| 12.     | Rules of etiquette for getting an adult’s attention | - Continually calling out, leaving your desk or moving around the room  
- Making a noise to gain attention, which will also distracts others | - If an adult is engaged in a conversation with either another adult or a child then WAIT QUIETLY and PATIENTLY away from them to respect their privacy.  
- When the conversation has ended, approach the adult and address them politely, by their name.  
- Speak in a clear, audible voice, loud enough for only the adult to hear.  
- Stand still and look at the adult as you are speaking to them.  
- If adult is speaking to you, then wait your turn, do not interrupt whilst they are speaking.  
- If you are wanting the teacher’s attention during class time then raise your hand and wait quietly. |
| 13.     | Waiting for the bus | - Pushing past others or shoving in line.  
- Inappropriate language.  
- Missing the bus because you were in the wrong place. | - Be on time. Go directly to the bus waiting area. Wait quietly in your area.  
- Wait your turn when boarding the bus, being respectful to those on the bus, including the driver.  
- Have your bus pass or money ready. |
| 14.     | Waiting to be picked up by car | - Waiting outside the school fence.  
- Not being at the correct place parents want you to be.  
- Taking too much time getting from classroom to pick up place.  
- Playing games or playing on equipment before or after school, or running to the car. | - Students are to wait for parents patiently, inside the fence at one of the four exits.  
- If students are to meet their car pick up in the car park or across the road, they must walk across the road using the pedestrian crossings, under the supervision of the crossing supervisor.  
- Students should sit whilst waiting, watching for car pick up arrival in an alert manner.  
- Students are to remain in the area arranged for pickup at all times. |
### 15. Before school, in the school grounds

**Behaviours you don’t want to see**
- Loitering outside the school.
- Playing ball games, playing on play equipment or playing in the school grounds.
- Being anywhere other than the Covered Play Area before 8:30am.
- Being anywhere other than your classroom area after 8:30am.

**Behaviours you would like to see instead – these become your explicit expectations**
- Bring your school bag with you and sit in under cover area quietly until 8.30am bell.
- Use this time to go to the Breakfast Program, the Homework Program, put in tuckshop orders and go to the toilet.
- When 8.30am bell goes, go straight to your classroom and prepare for the day.

### 16. After school, in school grounds

**Behaviours you don’t want to see**
- Running, jumping climbing or playing on school playground equipment
- Playing in the toilets or other areas of the school.
- Shouting, swearing and inappropriate language
- Leaving the school grounds with people not authorised to collect you
- Entering classrooms or other areas after school without permission to collect homework or other items

**Behaviours you would like to see instead – these become your explicit expectations**
- Walk carefully through the school grounds.
- Go directly to where you are being picked up and wait.
- Only leave with people who are authorised to collect you.
- Move quietly around the school grounds.
- Make sure you have your homework and any other equipment you may need before you leave the classroom/school grounds.

### 17. Playing on playground equipment

**Behaviours you don’t want to see**
- Climbing on very top of equipment.
- Hanging upside down
- Running amongst the playground equipment.
- Not wearing your hat.
- Playing on equipment before or after school.
- ‘Hogging’ the equipment or preventing others from using it.
- Pushing, pulling, shoving or tickling others who are on equipment – they may fall.

**Behaviours you would like to see instead – these become your explicit expectations**
- Take your turn, wait patiently.
- Keep your hands and feet to yourself.
- Play in the safe zone (keep below the top bars).
- Bend knees to jump down from play equipment.
- Only go on the equipment under staff supervision
- Play chasing games on the grass not on play equipment.

### 18. Playing a game as part of a group

**Behaviours you don’t want to see**
- Not allowing others to join in.
- Not playing by agreed rules.
- Changing rules to suit yourself or your team.
- Rough play.
- Being too competitive – going all out to win – being too serious.

**Behaviours you would like to see instead – these become your explicit expectations**
- Follow the rules.
- Take turns and play co-operatively.
- Behave in a sensible manner.
- Be considerate to other students in the area.
- Respect others and show good sportsmanship.
- Play to have fun, not to win.
- Include other students in your game and encourage positive game playing.
19. Wearing hats

**Hats are to be worn when outdoors, before school, at break times and during P.E. lessons**

*Behaviours you don’t want to see*
- No hat – (no play).
- Sharing hats (head lice warning).
- Taking, throwing others' hats.
- Flicking others with your hat.
- Having to contact parents if you continually fail to bring a hat to school.

*Behaviours you would like to see instead – these become your explicit expectations*
- Hats are kept in your school bag.
- Hats are to stay on heads during games.
- If your hat comes off go back & put it on your head again.
- If no hat, stay under covered shelter.
- Place hat in school bag for the following day.

20. Rules for eating areas and eating times

a) Playtime prior to eating

**Senior Students:** On the bell the three adults on oval duty ensure students are seated quietly in the undercover area in house groups. Three adults supervise students as they cross to the oval. When transitioning to and from the oval, one adult walks at the front of the line, leading the children on the cement path by the tennis court. The other adult/s walk beside the line on the grass to ensure there is no running or chasing others down the grassed area. Anyone pushing through or running down the pathway must return to the back of the pack.

The adult who locks up is asked to scan the area for excess equipment that hasn’t been returned and ask a student to collect and return to the basket.

**Junior students:** On the bell, the adults ensure students are seated quietly on the green artificial turf area. The adults then direct students to the play area.

b) Eating time

*Behaviours you don’t want to see*
- Children leaving the area before being given direct permission by the teacher.
- Aim to have a drink and go to the toilet before the bell to finish eating and return to class.
- Rubbish being left by departing children.
- Children running under the covered area or running on bitumen driveway behind Tuckshop or cement pathways to oval.
- Children are not using the pathway and stepping on the gardens.
- Leaving lunch boxes left in eating area after eating times.

*Behaviours you would like to see instead – these become your explicit expectations*
- P-1 – return your lunch box to the correct place (e.g. class basket) before going off to play.
- Years 2-6 – only take what you want to eat from your lunch box and leave your lunch box in your bag, or ensure lunchbox is returned to your bag after each eating time.
- Sit and eat your food. Talk quietly.
- Children leave the eating area only when instructed by the teacher.
- Aim to have a drink and go to the toilet before the bell to finish eating and return to class.
- The area being left clean and tidy.
- Children waiting patiently and in an orderly fashion to return to class.

21. In the library

*Behaviours you don’t want to see*
- Noisy or disturbing behaviour.
- Running feet.

*Behaviours you would like to see instead – these become your explicit expectations*
- Always use your walking feet and a quiet voice.
- Use a shelf marker to return books to the correct place.
- Line up quietly before entering and leaving the library.
- Returned books go in the Return Trolley.
- Always have clean hands.
- Always have clean library bag.
### 22. Always be safe working with computers and iPads

**Behaviours you don’t want to see**
- Students with food or drink near computers or iPads.
- Not reporting problems to teachers.
- Using someone else’s user name or password.
- Sharing your user name and password.
- Touching others’ computers or iPads.
- Students accessing inappropriate websites or playing games when they have tasks to complete.
- Computers left logged on and computers unable to be used by other students.
- Students being rough with computers and associated equipment (e.g. banging keys rather than tapping them)

**Behaviours you would like to see instead – the become your explicit expectations**
- Always have clean hands.
- Use computers carefully and gently.
- Only access permitted websites and applications.
- Log off; leave computers ready for the next group of students.
- Completing tasks as required, asking for help when needed.
- Take necessary equipment to lessons.

Refer to Appendix 8: iPad Use: Consequences for misuse

### 23. Working with teacher aides

**Behaviours you don’t want to see**
- Disrespecting teacher aides.

**Behaviours you would like to see instead – these become your explicit expectations**
- Do as asked by teacher aides in classrooms and in the playground.

### 24. Working with a teacher other than my class teacher

**Behaviours you don’t want to see**
- Negative attitude; verbal or body language
- Not having correct equipment
- Loud, inappropriate behaviours
- Rudeness – speaking when teacher has begun the lesson
- Disregarding any established rules set by teacher
- Disrespect

**Behaviours you would like to see instead – these become your explicit expectations**
- Begin lesson with a positive attitude - smiling faces – positive body language
- All equipment ready at hand
- Be waiting quietly and be attentive
- Be respectful & co-operative.
- Behave as you would for your classroom teacher.

### 25. Phone etiquette

**Behaviours you don’t want to see**
- More than one child going to answer the phone.
- Children not answering the phone politely.

**Behaviours you would like to see instead – these become your explicit expectations**
- Only the assigned child answers the phone.
- The phone should be answered as follows: “Good morning/afternoon. This is (say your name) from (say which class you are from – e.g. 2B). How may I help you?”
- Listen carefully to what the other person is saying.

### 26. Walking on paths and stairs

**Behaviours you don’t want to see**
- You and your friends taking up the whole pathway or stairway.
- Running.
- Swinging around poles or jumping up and touching or hanging from the roof structure.
- Taking shortcuts through gardens.

**Behaviours you would like to see instead – these become your explicit expectations for each rule**
- Always walk quietly on the left hand side of the path or stairwell.
### 27. Correct behaviour in and around toilets

Children should be reminded to go to the toilet during break/play times, not after the first bell has gone. Children should be encouraged to report immediately any inappropriate play or use of the facilities. Certain children should be not allowed to visit the toilet with other identified children at the same time (e.g. groups of friends who regularly go to the toilet as a social outing or a work avoidance technique).

**Behaviours you don’t want to see**
- Children playing around, or running in and out of the toilets.
- Inappropriate numbers of children going into the toilet.
- Regularly going to toilets to avoid class work.
- Loud verbal noises or slamming of doors.
- Soap and paper resources and dispensers being abused.
- Locking of toilet doors from the outside.
- Boys not standing on the urinal step.
- Not washing hands.
- Children taking equipment, writing implements, or lunch into the toilet area.

**Behaviours you would like to see instead – these become your explicit expectations**
- Children using the toilets for the correct purpose.
- No play in or about the area.
- Children keeping the toilets hygienic, clean and tidy.
- Paper and soap resources conservatively used.
- Children using the toilets at break times rather than during class.

### 28. Mobile phones

**Behaviours you don’t want to see**
- Leaving mobile phones in school bags, in pockets or in clothing.
- Phones being used at school (e.g. taking photos/video, sending messages, making calls).
- Phones not being labelled with your name in some way.
- Phones being taken to class and then taken to the office.
- Trying to collect phone earlier than 3.00pm.

**Behaviours you would like to see instead – these become your explicit expectations**
- Phone is only for use on the way and to from school.
- Name clearly stated on the phone (or some identifying feature).
- Hand phone in at office as soon as you arrive. Do not go to class first.
- Collect phone from office at 3.00pm.

### 29. Bicycles, scooters and skateboards

**Behaviours you don’t want to see**
- Students gathering in the bike or scooter area in the mornings or afternoons.
- Riding bikes, skateboards or scooters anywhere in the school grounds or while crossing the road.
- Touching other people’s bikes, scooters or skateboards.

**Behaviours you would like to see instead – these become your explicit expectations**
- Hop off bike/scooter/skateboard at the school gate and walk it into the bike or scooter area.
- Lock bike up.
- You must leave these storage areas straight away after you have locked or secured your bike/scooter/skateboard.
- Have your name on your skateboard, bike or scooter.
- Don’t bring any equipment that you are worried about getting damaged, lost or stolen.

### 30. Money at school

No responsibility will be taken for money not being handed in to a responsible adult. Money must not be left in tidy boxes in classrooms or in bags left on port racks or seats.

**Behaviours you don’t want to see**
- Giving or sharing money with others.
- Telling or showing others that you have money.
- Leaving money in school bags or desks.
- Not handing in money you have found to a responsible adult.

**Behaviours you would like to see instead – these become your explicit expectations for each rule**
- All money brought to school MUST be in a sealed envelope or a plastic clip-lock bag
- Money containers will be MARKED CLEARLY with the students name, class, amount, and the designated activity or purpose for which the money has been brought to school
- The money (in the sealed envelope or the plastic clip-lock bag) MUST be handed in immediately upon arrival at school to the class teacher or to the Administration section of the office.
# Appendix 8

## iPad Use: Consequences for misuse

### Damages

<table>
<thead>
<tr>
<th>Incident</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student damages own iPad</td>
<td>Parents to replace.</td>
</tr>
<tr>
<td>Student damages other student’s iPad.</td>
<td>Parent of student who has broken iPad to replace it.</td>
</tr>
<tr>
<td>Student damages school-owned iPad.</td>
<td>Parent of student who has broken iPad to replace if break was intentional.</td>
</tr>
</tbody>
</table>

### Physical misuse

<table>
<thead>
<tr>
<th>Misuse</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking iPad outside of classroom without permission</td>
<td>Orange card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using other students’ iPads without permission</td>
<td>Yellow card</td>
<td>Orange card</td>
<td></td>
</tr>
<tr>
<td>Unsafe use of iPad</td>
<td>iPad confiscated for a day with verbal warning</td>
<td>Loss of iPad for a day and Orange card</td>
<td>Loss of iPad for a week, Orange card and conference with parents and teachers</td>
</tr>
<tr>
<td>- Chargers plugged in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- iPads on laps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Running with iPad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Leaving on the ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Leaving on unsafe surface</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Operational misuse

<table>
<thead>
<tr>
<th>Misuse</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required apps and iOS not installed</td>
<td>Teacher to communicate with home. Refer to admin if not resolved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unauthorised access to non-educational apps</td>
<td>Yellow warning card</td>
<td>Loss of iPad for a day and Orange card</td>
<td>Loss of iPad for a week, Orange card and conference with parents and teachers</td>
</tr>
<tr>
<td>Inappropriate communication with peers via iPads</td>
<td>Yellow warning card and loss of Wi-Fi for a day</td>
<td>Loss of iPad for a day and Orange card</td>
<td>Loss of iPad for a week, Orange card and conference with parents and teachers</td>
</tr>
<tr>
<td>- Air drop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Messages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unauthorized or inappropriate use of the camera.</td>
<td>Yellow warning card and loss of Wi-Fi for a day</td>
<td>Loss of iPad for a day and Orange card</td>
<td>Loss of iPad for a week, Orange card and conference with parents and teachers</td>
</tr>
<tr>
<td>Changing any setting on school own devices or unauthorised setting on BYO devices.</td>
<td>Communication with parents</td>
<td>Yellow Card</td>
<td>Orange Card</td>
</tr>
</tbody>
</table>

### General Consequences

<table>
<thead>
<tr>
<th>Misuse</th>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not following teachers’ instructions with iPads</td>
<td>Refer to and enact behaviour policy</td>
</tr>
</tbody>
</table>