



Gatton State School

Responsible Behaviour Plan for Students

The Code of
**School
Behaviour**

Better Behaviour
Better Learning



**Queensland
Government**
Education Queensland

Contents

	Page
Rationale	3
School Beliefs about Behaviour and Learning	3
Whole School Support and Strategies	
• Behaviour Expectations	5
• Levels of Support	6
• Positive Reinforcement and Rewards	9
• Positive Teaching Strategies and Programs	10
• Classroom Management Plans	11
• Strategies for Teachers	11
Consequences for Inappropriate Behaviour	12
• Time Out Room	13
• Inappropriate Playground Behaviour	14
Playground Duty Procedures	15
Targeted Behaviour Intervention and Support	19
• Teacher Support	19
• Extended Support	19
Intensive Behaviour Intervention and Support	
• Individual Support Plans	21
• Process for Support	21
Network of Student Support	23
Consideration of Individual Circumstances	23
Responding to Bullying and Harassment in a Supportive School Environment	25
Appendices	
• Gatton State School Expectations	30
• Expectations Matrix	31
• Levels of Support P-3	32
• Levels of Support Years 4-7	33
• Gatton State School and Community Values	34
• Playground Behaviour Slips	35
• Major Incident Report Slips	36
• Bee Awards	37
• Parent Letter	38
Related Legislation and Policies	39

Gatton State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

RATIONALE

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

It is the aim of our school community to establish a supportive school environment to allow effective teaching and learning to take place, ensuring students achieve their maximum potential in all areas of their development - academic, cultural, sporting, social and emotional.

A supportive school environment is one in which the rights of all members of the school community are respected and where the values of the community are upheld and encouraged. It is one in which everyone knows that they will have the opportunity to achieve their goals in a safe, nurturing environment conducive to learning.

A supportive school environment will be successful when a partnership exists between home and school with parents, teachers and students working together with a common understanding of the Code of School Behaviour and Gatton State School's Responsible Behaviour Plan for Students.

It is therefore the responsibility of our whole school community to promote responsible behaviour ensuring the rights and responsibilities of all are upheld.

SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING

The Gatton State School community believes that a strong emphasis on the use of positive, preventative, pro-active practices will assist students to develop the ability to accept responsibility for their behaviour, make appropriate choices and to show concern and respect for others. In addition we have the following beliefs about behaviour and learning:

- Education is a lifelong process nurtured by the whole community
- The school is a focal point of the community
- It is important to cater for different rates of learning and learning styles
- We value the contributions of our diverse student populations and believe that their needs are best met through responsive curriculum and flexible teaching strategies.
- Responsible behaviours need to be taught, modelled, encouraged and developed.
- Behaviour is functionally related to the learning environment, therefore developing and maintaining a positive, safe and supportive school environment is essential for success in all areas – academic and social/emotional.

We have processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. These protect students and ensure that children's behaviour is of an acceptable standard, so that the school environment can be a pleasant, secure place for all.



Whole School Behaviour Support

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

**Processes for Facilitating Standards of Positive Behaviour
and Responding to Inappropriate Behaviour**

WHOLE-SCHOOL BEHAVIOUR SUPPORT

Our whole school approach provides a supportive learning environment through:

- Open communication with the school community on *The Code of School Behaviour* and the school's *Responsible Behaviour Plan for Students*
- Shared school values and a positive, inclusive culture
- Establishment of agreed programs and procedures that are known and understood by all members of the school community
- Staff, student and parent access to professional development, education or training
- Managing of incidents through clear and well-understood processes
- Supporting students and working with them to teach expected behaviours and appropriate social skills
- Building strong community relationships.

There are three levels of intervention and support at Gatton State School:

1. **Whole School Support** – Strategies and process for teaching and reinforcing responsible and positive behaviour expectations to all students and how we will respond to inappropriate behaviour
2. **Targeted Intervention Support** – Strategies and processes for groups of students who require more support
3. **Individual Intervention and Support** – Strategies and processes for those students who require a more intensive and individualised program

1. RESPONSIBLE BEHAVIOUR EXPECTATIONS

BEHAVIOUR EXPECTATIONS

Gatton State School has three Behaviour Expectations which are taught to all students:

- Be a Responsible Learner
- Be Respectful
- Be Safe

The behaviours we teach our students are detailed in a **Behaviour Matrix**. (See Page 31)

OUR EXPECTATIONS:

- Reflect the **values** of our wider school community
- Use a **common language**
- Recognise and focus on **positive practices and behaviours**
- Are fair, clear and framed in a **positive** way
- Are **specifically taught** by all staff, so that there is **consistency** across our school community
- Are continually **revisited** and **corrected** when needed
- Are **reinforced** continually in class, on parades, newsletters etc.
- Are **modelled** by all staff at all times
- Are clearly **displayed** and **referred** to
- Are implemented in a **consistent, fair** and **just** manner
- Are **positively reinforced** and **recognised** – a Levels of Support process which reinforces responsible behaviours by providing clear consistent approaches and **rewards** for students who follow our school expectations

2. LEVELS OF SUPPORT – BEHAVIOUR

Gatton State School has **five** Levels of Support for Behaviour – A, B, C, D and E, which are allocated to students depending on the level and type of support required to manage their behaviour NOT just about how the student behaves.

LEVELS OF SUPPORT PROCESS

- All students at the commencement of the school year and students enrolling throughout the year are 'neutral' in terms of levels of support (ie. not assigned a behaviour level)
- Allocating Levels of Support for students occurs at Year Level Meetings at the end of Term 1
- Reviewing Levels of Support occurs once a term for Terms 2, 3 and 4 at Year Level Meetings
- A student's level can be reviewed at times other than at a Year Level Meeting

NOTE:

- A student may be suspended at any time because of their behaviour, regardless of the level they are on
- The final decision about a student's suspension and level change will be made by the Principal in consultation with the appropriate staff member/s

E	D	C	B	A
<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student has a lot of difficulty managing his/her own behaviour and follows the school expectations. • Student requires a significant level of support from a variety of personnel and sources. • Student requires an Individual Support Plan. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student has difficulty managing his/her own behaviour and follows the school expectations. • Student requires support from a variety of personnel and sources. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student usually manages his/her own behaviour and follows the school expectations. • Student may require support at times. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student mostly manages his/her own behaviour and regularly follows the school expectations. • Student demonstrates a high level of appropriate behaviour. • Student may require some support at times. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student can independently manage his/her own behaviour across all school environments and consistently follows the school expectations and demonstrates a very high level of appropriate behaviour. • This student takes initiative and is a model for other students.
<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Referral to Support Services Team • Intervention from support personnel (GO, ST-LD, Chaplain, HOSES) • Intervention from Principal/Deputy Principal • Classroom management strategies • Development of an Individual Support Plan with regular data collection • Curriculum modifications • Environmental modifications • Referral to external agencies • Daily monitoring 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Referral to Support Services Team • Intervention from support personnel (GO, ST-LD, Chaplain, HOSES) • Intervention from Principal/Deputy Principal • Classroom management strategies and Individual Support Plan • Environmental modifications • Educational adjustments if required, to optimise learning • Regular monitoring 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Mentoring/coaching from another person • Reminder of school and class expectations • Educational adjustments if required, to optimise learning • Classroom management strategies 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Reminder of school and class expectations provided generally to the class or at parade 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Positive reinforcement of appropriate behaviour

<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Level shown on report card • Time out • Daily monitoring • Interview with Principal or DP • Parent contact/interview • May be excluded from some activities and school functions eg. camps • May be suspended from school 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Level shown on report card • Time out • Regular monitoring • Interview with Principal or Deputy Principal • Parent contact/interview • May be excluded from some activities 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level C Certificate • Level shown on report card • Can participate in all school activities • May participate in an end of term reward activity 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level B Certificate • Level shown on report card • Can participate in all school activities • Can participate in an end of term reward activity • Can be a helper at sporting events and school functions • Can nominate for Student Councillor (Yr 5-7) and House Captain (Yr 7) and Music Captain (Yr 6/7) – NOT School Captain 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level A on parade Certificate • Level shown on report card • Can participate in all school activities • Can participate in an end of term reward activity • Can be a helper at sporting events and school functions • Can nominate for all leadership positions – School Captain (Yr 7), House Captain (Yr 7) and Music Captain (Yr 6/7) and Councillor (Yr 5-7)
---	--	--	--	---

INITIAL ALLOCATION OF LEVELS OF SUPPORT

- Allocating Levels of Support for students occurs at Year Level Meetings at the end of Term 1
- A student may be allocated to **any** level of support at the end of Term 1, as long as the student's behaviour matches the indicators for that level
- For those students who will be allocated Levels A, B and C at the end of Term 1, you will need to follow the *Upward Movements* process
- For those students who will be allocated Levels D and E at the end of Term 1, you will need to follow the *Downwards Movements* process (Note: Early Parent and Principal/Deputy Principal contact and notification is expected for allocating Levels D and E)
- Students cannot be allocated Levels D and E unless the process for *Downward Movements* has been followed

UPWARD MOVEMENTS

1. Class Teachers look at the "Behaviour Levels - Levels of Support" document and the Expectations Matrix to determine appropriate levels of support for the children in your class. To support your decision you will need to consider:

- Classroom observations
- Comments from other staff, specialist teachers
- Playground Behaviour
- Bee Award tallies



2. Prepare a list of your students and the level of support you are recommending, ready to take to the Year Level meeting.



3. At the year Level Meeting each teacher to discuss their recommendations and the level of support for each student is agreed upon. Any differences of opinion will need to be discussed and a consensus reached in regards to the student's Level of Support.



4. Levels of Support are allocated for each student and recorded on class sheet.



5. Class sheets are handed to the Deputy Principal for recording on SIMS.



6. Students allocated Levels A, B and C receive a certificate stating their level.

DOWNWARD MOVEMENTS

1. Class Teachers look at the “Behaviour Levels - Levels of Support” document and the Expectations Matrix to determine appropriate levels of support for the children in your class. Identify if the student requires a higher level of behavioural support. To support your decision you will need to consider:
 - Classroom observations
 - Comments from other staff, specialist teachers
 - Time Out
 - Visit to Buddy Teacher
 - What strategies you have tried so far?
 - What support structures/strategies are already in place?

NOTE:

- Early contact with parents/carers **must** be made before any downward movement can occur. Contact can be by letter home, telephone or in person. This contact **must** be made as soon as concerns become evident, which will be well in advance of the Year Level Meeting.
- You need to allow the student time (minimum 2 weeks) to show improvements in their behaviour **before** a downward movement can occur.
- Principal and/or Deputy Principal **must** be made aware of your concerns and intentions.
- Referral to the Support Services Team needs to be made if moving a student down to Levels D and E. (Blue Support Services Team Referral needs to be completed. These are in the staffroom).
- Refer to the Levels of Support document to identify what support strategies are available for a student.



2. Prepare a list of your students and the level of support you are recommending ready to take to the Year Level meeting.



3. At the year Level Meeting each teacher to discuss their recommendations and the level of support for each student is agreed. Any differences of opinion will need to be discussed and a consensus reached in regards to the student’s Level of Support. If a consensus cannot be reached, collect other data from other personnel, specialist teachers, Admin etc., then make a decision about the most appropriate level.



4. Levels of Support are allocated for each student and recorded on class sheet.



5. Class sheets are handed to the Deputy Principal for recording on SIMS.



6. All stakeholders must be informed of the decision for a downward movement. These would include:
- Class Teacher notifies student, parent/carer and Principal and/or Deputy Principal
 - A letter notifying parent/carer and requesting interview is sent home.



7. Class Teacher refers to Levels of Support document for possible support strategies to assist student.



8. Student moving to Level D or E will be interviewed by the Principal or Deputy Principal.



9. Communication between all stakeholders (student, class teacher, parents/carers, Principal/Deputy Principal continues.



10. Students with downward level movement will be reviewed after a negotiated time (agreed at meeting with parent/carer, class teacher, and/or Principal/Deputy Principal).



11. A student's level can be reviewed at times other than at a Year Level Meeting.

3. POSITIVE REINFORCEMENT AND REWARDS

At Gatton State School, we use a variety of positive reinforcers and rewards to reinforce appropriate behaviours.

- Student of the Week (handed out on parade)
- Bee Awards (drawn out on parade during the last 3 weeks of every term)
- Classroom rewards (free time, access to computers etc)
- Positive Behaviour Certificates
- Stickers
- End of Term Celebration Activities

STUDENT OF THE WEEK

- Each week, teachers nominate a student who is improving or doing well with their behaviour or work. This certificate is handed out on parade.


POSITIVE BEHAVIOUR CERTIFICATES

- Students who receive a Level A, B or C will receive a certificate for their behaviour. Students on Level A will receive their certificate on parade.

BEE AWARDS

- Bee Awards (drawn out of the lucky box on parade) and a special reward given to those students.

BEE AWARD	
Student Name:	_____
Class:	_____
Date:	_____
AWARDED FOR (tick the box)	
<input type="checkbox"/>	Being Respectful
<input type="checkbox"/>	Being Safe
<input type="checkbox"/>	Being a Responsible Learner
Staff Signature:	_____



END OF TERM CELEBRATION ACTIVITIES

- At the end of Terms 2, 3 and 4, an **End of Term Celebration Activity** is organised for students who have been allocated Levels A and B.

POSITIVE TEACHING STRATEGIES AND PROGRAMS

To promote self esteem through achievement our school maintains a wide array of program opportunities and continually work to extend these:

- **Alternative lunchtime activities:** e.g. Robotics, organised sport, community craft lunches weekly, cheerleading, vocal group and signing choir, instrumental group, recorder band
- **Flexible staffing:** to utilise skills especially in art, craft, ICT's and drama, use of SEU teachers for Life Skills programs
- **Ongoing professional development:** sourcing ideas and programs to build capacity for managing diversity, boys in education, ESL...
- **Provision of resources:** that encourage planning to support diverse populations e.g. Multiple Intelligences, Blooms Taxonomy...
- **Middle schooling programs:** targeting disengaged students using creative approaches to staffing.
- **Unit Planning:** cooperative and team planning sessions.
- **Staff Sharing:** of effective strategies and programs during staff meetings and pupil free days.
- **Brain gym**
- **Social Skills** and **Self Esteem** programs
- **Adolescent Puberty Program**
- **Alternative Programs:** eg. Bicycle program, Restaurant program
- **Camps, excursions** and **interschool activities**
- **Anti-bullying Programs:** whole school approach, small groups

4. CLASSROOM MANAGEMENT PLANS

Teachers:

- **Devise a plan in consultation with the class and then display this**
 - It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school strategies and principles
 - Students are more likely to respect a classroom plan if they have been involved in its creation
 - Revisit the plan on a regular basis throughout the year
- **Specifically teach expected behaviours and social skills**
 - Using our **Behaviour Expectations Matrix**, teachers will teach expected behaviours and social skills across all settings within the school community – eg. classroom, playground, covered play areas, toilets, tuckshop.
- **Engage in quality teaching and learning**
 - Ensure learning experiences are relevant and meaningful
 - Ensure that there is an appropriate level of challenge for each student
 - Match learning experiences and assessment techniques with student interests and learning styles
 - Encourage co-operative learning
 - Provide opportunities for students to make decisions about their own learning
 - Clearly communicate fair and reasonable expectations
 - Encourage students to set goals and persist in problem solving situations
 - Assist students to develop time management and study skills
- **Develop supportive interpersonal relationships**
 - Catch students being good
 - Communicate a genuine interest in and care for the students
 - Establish rapport with and welcome the involvement of parents
 - Develop a sense of responsibility for students' own progress and personal behaviour goals
- **Provide feedback and positive reinforcement**
 - Catch students being good
 - Provide verbal/visual feedback when students display positive behaviour
 - Utilisation of a wide array of positive reinforcements
- **Develop self esteem**
 - Plan for success by breaking tasks into manageable steps which ensure individual success
 - Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
 - Minimise criticism and accept mistakes as part of the learning process
 - Communicate regularly with all students
 - Create a sense of belonging to the classroom group
 - Give students responsibility

5. STRATEGIES FOR TEACHERS

- Share responsibility with all staff for all students – work collaboratively to meet with colleagues to solve difficult situations.
- Communicate openly and honestly with students and parents.
- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Remain calm and in control.
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review.
- Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the Responsible Behaviour Plan for Students

- Know your students, their patterns of behaviour, needs and triggers for misbehaviour. Ensure this information is shared with all staff working with the student.
- Reinforce, reward and praise appropriate behaviours
- Address children's concerns immediately, or at an appropriate time and place, recording when necessary.
- Avoid confrontation at all costs
- **Use fair and consistent strategies that are in line with the school's beliefs and values.**

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

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

A variety of strategies are used to implement supportive, fair, logical and consistent consequences.

1. Classroom Management

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

2. Restatement, Rule Reminders

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

3. Time Away/Time Out

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Teachers to work together to problem solve good solutions.

Continual or serious disturbances may result in a **Time Out Room Slip** and the student being referred to the Administration/Support Services Team and parents/carers being notified if they receive 2 or more slips within a month.

4. Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher, student and parent/carer. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Support Services Team, Behaviour Rubrics, behaviour self management charts/books or more detailed individual behaviour plans are examples of the processes that may be utilised.

5. School Intervention and Recording of Student's Inappropriate Behaviour

The student is referred to the Support Services Team and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school's Student Management System (Anecdotal Notes).

6. External Assistance

An Individual Behaviour Support Plan is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This is likely to include accessing the Toowoomba Behaviour Team.

7. Monitoring and Review

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

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

8. Suspension Procedures

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

9. Recommendation for Exclusion

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

TIME OUT ROOM

The Time Out Room operates during second break. It is an opportunity for the student to reflect on their inappropriate behaviour and work with a teacher on positive problem solving strategies and the teaching of appropriate behaviours and social skills.

Students who continue to not follow our school expectations may be referred to the Time Out Room, using a **Time Out Room slip**.

Students who receive **two (2) or more** Time Out Room slips in a month will be referred by their class teacher to the Principal or Deputy Principal.

TIMEOUT ROOM SLIP

Name..... Class..... Teacher.....

Reason for Referral:

Comment Code:

BU Bullying, CB Classroom Beh, FI Fighting, PGB Playground Beh, INT Intervention Strategy, ST Stealing, SW Swearing, DIS Disobedience, MIS Miscellaneous, CI Cigarettes

Teacher on Duty (Sig)..... Date.....

INAPPROPRIATE PLAYGROUND BEHAVIOUR

1. **Minor incidences** of inappropriate playground behaviour are dealt with by the staff member on playground duty. Consequences could include sitting out for a period of time, 'walk and talk' with the teacher etc.
2. Students who **continue** to not follow our school expectations in the playground or **more serious inappropriate behaviours**, will be recorded on a **PLAYGROUND BEHAVIOUR SLIP** which is handed to their class teacher. Students who receive **three (3) or more** Playground Behaviour slips in a month will be referred by their class teacher to the Principal or Deputy Principal. **PLAYGROUND BEHAVIOUR SLIPS** are located in the Playground Duty folders.
3. **Major playground incidences** are referred to the Principal or Deputy Principal, using the **MAJOR INCIDENT REPORT** slip.

PLAYGROUND BEHAVIOUR		
NAME: _____	CLASS: _____	DATE: ____/____/____
BEHAVIOUR OF CONCERN:		
<input type="checkbox"/> Not being Respectful <input type="checkbox"/> Not being Responsible <input type="checkbox"/> Not being Safe		
COMMENTS: (Include consequences you may have put in place during play time)		

DUTY TEACHER'S NAME: _____	SIGNATURE: _____	

MAJOR INCIDENT REPORT		
NAME: _____	CLASS: _____	DATE: ____/____/____
DETAILS OF INCIDENT:		

DUTY TEACHER'S NAME: _____	SIGNATURE: _____	

PLAYGROUND DUTY PROCEDURES

ROLE

- The role of the playground duty supervisor is the supervision of students during the morning tea and lunch breaks.

“BUM BAGS”

- Prior to duty, collect a ‘Bum Bag’ and the clipboard for your duty area from the staff room.
- In your ‘Bum Bag’ you will find:-
 1. Basic first-aid supplies to allow you to treat minor cuts/grazes as they occur
 2. Red Card - Give this to a child to take to the office to signal an emergency

CLIPBOARD

- In your clipboard you will find:-
- Playground Behaviour Slips
- Major Incident Report Slips
- *Staff & Student Special Information* sheets (special notes about health, behaviour or disabilities)

EXPECTATIONS

- Roam your area regularly to ensure the safety of the children.
- Settle minor fights/conflicts as they occur. For major conflicts send the students to the office.
- Ensure your area is clean of litter. Have students pick up litter while you do duty.
- If you are on duty in the sessions near the end of morning tea and lunch, you are to remain on duty until 11:30 and 1:45, respectively.
- If you are ever involved in a playground duty session where you are being directly replaced in a particular area, then you are to remain on duty until you are replaced. (If the replacement does not turn up, advise the office.)
- Be punctual in your arrival times for playground duty. Duty takes priority over other commitments.
- If you are going to be away on a field trip, excursion, camp, etc, **it is your responsibility to arrange your own replacement** for duty or if this is difficult, contact the office to arrange a replacement.

STUDENT BEHAVIOURS

- Before play time at morning tea (11.15), children are to remain seated unless they are going to the tuckshop or toilet.
- Children in years 1-3 are not to go to the tuckshop before 11:15am at morning tea and 1:15pm at lunch time. They may not get up to go to the toilet, etc. without your permission.
- At 11:15 and 1:15, children are not to leave their eating areas until dismissed by you. Quickly walk through your area and release small groups if their areas are free of litter.
- Children using the tuckshop are not to go up the central set of stairs. They are to go up the stairs on the western end of the building and down the small set of stairs.
- Children should have a hat in their possession at all times.
- Children are not to be in classrooms or on verandas unless they have a legitimate reason.
- Children who are still eating after 1:15 and 1:15 are to stay seated until they are finished. Eating includes ice-blocks and drinks.

SITUATIONS TO AVOID

- Don't enter toilets of the opposite sex unless the safety of a child is at stake, or in an emergency.
- Swearing, bad language and losing your temper.
- If you come across a fight and you wish to separate students, always be mindful of your own safety. In some circumstances, depending on the age, size and intensity of the fight, it may be safer to not physically intervene but instead contact the office.
- Avoid overt physical contact with students e.g. don't walk around holding student's hands, etc.
- **Do not use physical force of any kind on children you are disciplining** e.g. pushing, grabbing by arm, tapping on shoulder, guiding them in a certain direction. All of these actions have in the past, lead to investigations where Minor Incident Reports had to be submitted.

BEHAVIOUR IN SPECIFIC SITUATIONS

The children's safety is a priority. Use common sense.

- For scuffles which are in progress, tell children to stop and help them to sort it out.
- For major fights and fights where injury has occurred, send children to office and report in yourself as soon as possible following duty.

RESPONDING TO INAPPROPRIATE BEHAVIOUR IN THE PLAYGROUND

TYPE OF BEHAVIOUR	RESPONSE	RECORDING	OUTCOME
Minor Incidences	<ul style="list-style-type: none"> • Manage this behaviour whilst on duty (see below) 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Teacher on duty discusses behaviour with the student
More Serious Incidences	<ul style="list-style-type: none"> • Manage this behaviour whilst on duty 	<ul style="list-style-type: none"> • Complete a PLAYGROUND BEHAVIOUR SLIP • Place this slip in class teacher's pigeon hole • Class teacher records in student's records 	<ul style="list-style-type: none"> • 3 slips in a month, refer student to the Principal, Deputy Principal or HOSES • Student then loses play for 1 day
Major Incidences	<ul style="list-style-type: none"> • Refer student/s to office 	<ul style="list-style-type: none"> • Complete a MAJOR INCIDENT REPORT • Recorded on school data base 	<ul style="list-style-type: none"> • Continued incidences may result in suspension or loss of play

RESPONSE TO MINOR INCIDENCES OF MISBEHAVIOUR

- Try not to send a constant stream of children to the office unless the discipline breaches are major.
- Some sample alternative strategies to use are listed below:
 - Tell the child to stop what they are doing.
 - Take them aside on their own and talk to them about what has occurred. This is less demeaning for the child and often students are easier to talk to when not in front of their peers.
 - Have child collect papers as you walk around.
 - Have child sit for 5 minutes. N.B. Children are not to be sent to sit on the concrete outside the office.
 - Have child walk around with you for 10 minutes or so.
 - Stop child from playing a particular game, eg. remove them from the handball game
 - Warn them that if their inappropriate behaviour continues, they will be sent to the office.
 - Send child to office

RECORDING OF SERIOUS MISBEHAVIOUR

- Deal with situation immediately using strategies above and complete a Playground Behaviour Slip
- **This slip then must be placed in the student's class teacher's pigeon hole**

PLAYGROUND BEHAVIOUR		
NAME: _____	CLASS: _____	DATE: ____ / ____ / ____
BEHAVIOUR OF CONCERN: <input type="checkbox"/> Not being Respectful <input type="checkbox"/> Not being Responsible <input type="checkbox"/> Not being Safe		
COMMENTS: (Include consequences you may have put in place during play time)		

DUTY TEACHER'S NAME: _____	SIGNATURE: _____	

MAJOR INCIDENCES

- If there is a major incidence, complete a red Major Incident Report and send the student/s to the office, with the slip
- Example of major incidences include:
 - major fights
 - extreme non-compliance

MAJOR INCIDENT REPORT		
NAME: _____	CLASS: _____	DATE: ____ / ____ / ____
DETAILS OF INCIDENT:		

DUTY TEACHER'S NAME: _____	SIGNATURE: _____	



Targeted Behaviour Intervention and Support

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

**Processes and Strategies to Respond to Groups of Student
Who May Require More Support**

TARGETED BEHAVIOUR INTERVENTION AND SUPPORT

1. TEACHER SUPPORT

Teachers implement planned and incidental strategies in the classroom/playground to:

- Teach effective work habits
- Develop a positive and supportive school environment
- Teach and develop social skills
- Build a good rapport with students
- Teach specific behaviour expectations

Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the school's expectations.

Teachers support students through the following targeted interventions:

- More **specific and targeted implementation** of the whole school behaviour support strategies
- **Relationship building** with student through one on one support with curriculum work, proximity in the classroom
- Working with student on **individual behavioural goals** using specific teaching episodes
- **Visual support** for expectations to enhance understanding
- Working with school personnel on **curriculum engagement issues** and **inclusive curriculum** practices
- Use of the **School Behaviour Levels** program and '**Gotchas**' to target support and encourage on-task and appropriate behaviour.
- **Contact with parents** when problems persist, using a polite and positive approach with the aim of building a productive partnership.

Teachers keep a record of both the student's behaviour and the targeted support in order to gauge when more intensive support is warranted.

2. EXTENDED SUPPORT

- When a student's minor infringements continue to disrupt the class, or when minor infringements move to **more serious** breaches of the school's plan, more extensive targeted support is put into place.

At this point the teacher may take advantage of:

- **Support from other teachers and school personnel** (ST-LD, GO, HOSES, Principal, Deputy Principal)
- **Small group/classroom programs** (social skills, self esteem, anti bullying) targeting individual or groups of students with specific needs
- **Peer Mentoring**
- **School Buddy System**
- **Time Out Room**



Individual Behaviour Intervention and Support

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

**Processes and Strategies for those Students Who Require
More Intensive Support and Individualised Programs**

INDIVIDUAL BEHAVIOUR SUPPORT AND INTERVENTION

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

INDIVIDUAL BEHAVIOUR SUPPORT PLANS

For these students, the development of an Individual Behaviour Support Plan is implemented through a collaborative process involving the class teacher, student, parents/carers and other school personnel (including STLD, GO, DP, Principal).

This process of developing a plan promotes:

- Positive relationship building
- Shared responsibility
- Understanding and communication of the key issues and concerns
- Consensus regarding the behavioural and educational goals for the student
- Collective accountability for the outcomes and monitoring and reviewing of plan

PROCESS FOR SUPPORT:

1. Student Identified

- Teacher or support staff referral to the Support Services Team or
- Identification by the Support Services Team because of consistent referral to the timeout room or intervention by administration (ascertained through data monitoring by Deputy Principal)



2. Data Gathering

Background information and data is collected on the student including:

- History and pattern of problem behaviours
- School history
- Academic information
- Student's strengths, competencies and weaknesses
- Health and medical information
- Family information
- Environmental factors and considerations



3. Development of Individual Behaviour Support Plan

The class teacher, parents/caregivers, other school personnel (Learning Support Teacher, Deputy Principal, Guidance Officer) collaboratively develops a plan so that the student's needs are met and behavioural goals are set.

In association with this there may also be a risk management plan and, at times of transition, a behaviour plan with a focus on managing the transition to a different environment.



4. Intervention Implementation and Review

The Individual Behaviour Support Plan is implemented and timelines are put in place to:

- Monitor outcomes
- Collect data on outcomes
- Modify where necessary



5. Support and Strategies for all Stakeholders

- **Teachers** can access support within the school (ST-LD, GO, School Chaplain, Principal, Deputy Principal, HOSES and other staff) including:
 - working on positive behaviour strategies
 - developing/improving inclusive and engaging curriculum
 - pedagogical practices
 - work shadowing and mentoring opportunities
 - training and professional development
- **Parents/Caregivers** are given opportunities to access support from within the school or may be referred to outside agencies
- **Students** are given opportunities to work with various school personnel in order to make improvements with their behaviour including:
 - 1-1 sessions working on positive behaviour strategies
 - Counselling
 - Relationship building with staff in school
 - Peer mentoring opportunities



6. Involvement of more intensive support

If student is still exhibiting severe and challenging, Gatton State School may engage the support of the Guidance Officer, the Toowoomba Behaviour Management Team and where necessary agencies such as CYMHS, Department of Child Safety.



7. Monitoring and Reviewing

Through the Support Services Team, the student will be monitored regularly and carefully, to ensure that modifications of the plan are made where necessary.

THE NETWORK OF STUDENT SUPPORT

Gatton State School is committed to ensuring the needs of our students are met. The Case Management Committee provides support for students requiring more intense and targeted support. When needed, our Gatton State School works closely with Education Queensland and other community and government agencies to provide support where necessary.

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> ▪ Experienced staff members or the staff involved in previous years ▪ Support Services Team ▪ Student Mentors ▪ Staff Mentors ▪ Administration ▪ School Chaplain ▪ Special Education Teacher ▪ Guidance Officer 	<ul style="list-style-type: none"> ▪ District Behaviour Team ▪ Senior Guidance Officers ▪ Access to Behaviour Management Funding ▪ Management of Young Children Program ▪ Parenting Programs ▪ Professional Development at local, district and state level ▪ Web based resources ▪ Therapy support for students with low incident impairments 	<ul style="list-style-type: none"> ▪ Department of Child Safety ▪ Juvenile Aid Bureau ▪ Police Liaison Officer/Adopt a Cop ▪ Qld Health Services (Nurse) ▪ Psychologists ▪ Child Youth and Mental Health Services ▪ Developmental Assessment Clinic

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Gatton State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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

Factors to consider include:

- Age of child
- Previous behaviour record
- Severity of the incident
- Honesty and perceived level of genuine remorse

When gathering information regarding the incident, factors to take into consideration include:

- Amount of reliable evidence
- Degree of provocation
- Intent of the action



Bullying and Harassment Policy

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

**Processes and Strategies to Respond to Bullying and
Harassment in a Supportive School Environment**

RESPONDING TO BULLYING AND HARASSMENT IN A SUPPORTIVE SCHOOL ENVIRONMENT

Every student and adult attending Gatton State School has the right to enjoy his/her learning or teaching and leisure time free from bullying or harassment.

DEFINITION OF BULLYING

Bullying is when individuals or groups, persistently over a period of time, behave in ways which cause another person to feel hurt, physically or non-physically.

WHAT IS BULLYING?

Bullying behaviours may include:-

Physical	Non-Physical	Harassment	Social Alienation
<ul style="list-style-type: none"> Hitting 	<ul style="list-style-type: none"> Name calling 	<ul style="list-style-type: none"> Intimidating 	<ul style="list-style-type: none"> Being ignored and left out
<ul style="list-style-type: none"> Kicking 	<ul style="list-style-type: none"> Racial insults 	<ul style="list-style-type: none"> Instilling fear 	<ul style="list-style-type: none"> Manipulating friendships
<ul style="list-style-type: none"> Shouldering Punching Pushing and shoving Spitting 	<ul style="list-style-type: none"> Threatening Put-downs Intimidating 	<ul style="list-style-type: none"> Extorting Threatening Ostracising 	<ul style="list-style-type: none"> Silent treatment Gossiping Embarrassing someone publicly Humiliating someone
<ul style="list-style-type: none"> Throwing Objects Pinching 	<ul style="list-style-type: none"> Teasing Using offensive language Ridiculing Making someone give money, food or other property against their will 	<ul style="list-style-type: none"> Spreading rumours Ordering other students around when you do not have the authority to do so Hiding, damaging, moving and/or destroying the property belonging to someone else Behaving in a manner which caused another student to fear for their safety 	<ul style="list-style-type: none"> Excluding from the social group Social rejection

Sexual Harassment May Include:

- Teasing, name calling, making rude gestures
- Telling smutty jokes, making suggestive comments
- Displaying offensive pictures, posters or graffiti
- Patting, pinching or touching another person
- Pestering someone to go out or persistently asking for sexual favours
- Sending offensive messages

- Ridiculing or wolf whistling at or making sexual comments about a person or a group of people
- Spreading rumours about someone's sex life
- Making belittling or ridiculing comments based on sex role stereotypes.

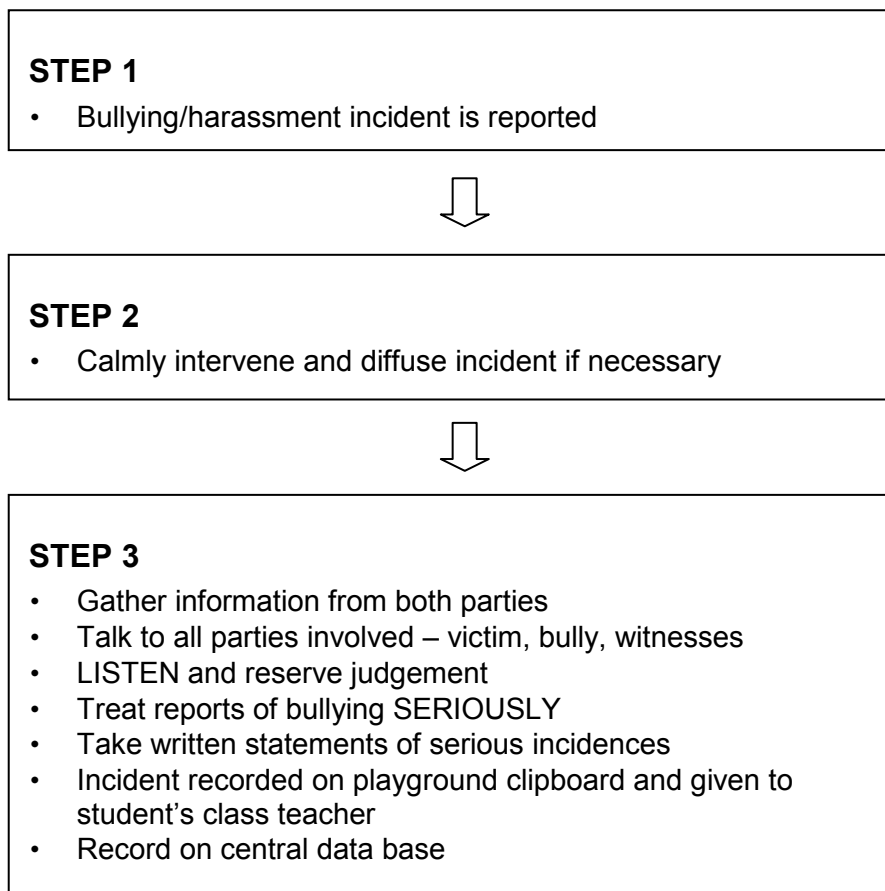
WHAT ARE WE DOING TO PREVENT BULLYING?

Research on bullying is well documented and the results of this indicate that bullying can be very serious for both the bully and the bullied student. At Gatton State School, we use the curriculum to work on aspects of bullying wherever possible. Programs specifically targeted at preventing and dealing with bullying and harassment is essential in our school. Professional development in the area of Behaviour Management and Bullying and Harassment is available to teachers.

PROACTIVE STRATEGIES/PROGRAMS:

- **Individual Programs** – Self esteem, dealing with bullying and harassment
- **Social Skills Programs** – Various social skills programs are available for teachers to use
- **Human Relationships Program** – Bullying is discussed in the Human Relationships Program at school, as well as teachers covering bullying within the class whenever a situation arises.
- **Bullying Awareness/Anti-Bullying Programs** – Bullying Programs are available for teachers to use on a regular basis or when the need arises

WHAT WILL WE DO WHEN BULLYING IS REPORTED?



STEP 4

- Act on information and decide on appropriate intervention/response/consequence (see following page for examples of intervention strategies)
- Implement the intervention/response/consequence
- Inform Principal/Deputy Principal of repeated/serious cases
- Communicate to relevant staff and personnel



STEP 5

- Monitoring of known bullies
- Monitor intervention
- Follow-up with all students involved
- If intervention is successful, problem is solved
- If intervention is not successful, try another intervention
- Document process

DEALING WITH BULLYING/HARASSMENT

What you can do if you are being bullied or harassed?

- Try not to show that you are upset. Bullies feel great if they have upset you.
- Try to be assertive - look and sound confident.
- Walk quickly and confidently even if you don't feel that way inside - appearing confident is helpful.
- If students have been calling you names or teasing etc., reassure yourself that you are O.K. and that those students are the ones with the problems.
- Report it - remember that the bullying will continue if those responsible think that they can get away with the behaviour.
- Talk to a friend/friends about it.
- Avoid risk situations where possible, or stay close to adults or friends.
- Consider whether you have been bullying yourself, eg., have you been name calling, annoying, threatening, showing off etc? If you have change what you are doing.
- If bullying continues after reporting it, report it again.
- Consider talking to the Guidance Officer, Chaplain, Teachers, Deputy Principal or Principal.
- If you think that you are different in anyway, be proud of it - individuality and diversity, within the rules, are important.

RESPONSIVE STRATEGIES

- Monitoring of students who bully
- Parent/s contacted
- Interview with Principal/Deputy Principal
- "No Blame Approach" interview with people involved
- Conflict Resolution interview with all parties involved
- Referral to Guidance Officer and/or Chaplain
- Referral to outside agencies for support
- Consequences – time out, in-school withdrawal, suspension
- Support for victim

PARENT'S RESPONSE TO BULLYING AND HARASSMENT

The following points are for you to consider if you know or suspect your child is being bullied.

- Be aware of the signs of bullying or distress in your child. These could include saying they are sick (headaches/stomach aches), unwillingness to come to school, belongings going missing, bruises, damaged clothing or belongings, request for extra pocket money.
- Take an interest in your child's friends and social life.
- Listen to and take your child seriously.
- Be guided by your child's feelings. Involve them in making decisions about what you are going to do.
- Contact the school to make an appointment.
- Work collaboratively with school to resolve issue – we encourage you not to take matters into your own hands and don't talk directly to the other students involved.
- Approach matter calmly - avoid overreacting.
- **Early contact with the school is essential**
- Give the school adequate time to investigate the matter.
- Offer and teach your child a variety of positive or proactive strategies.
- Monitor their progress and communicate with the school about any further concerns.
- If things don't improve, continue to seek support/help from school or other support networks.



Appendices

The Code of School Behaviour

Better Behaviour
Better Learning

GATTON STATE SCHOOL EXPECTATIONS

Be Respectful

Be Safe

Be a Responsible Learner





Gatton State School Expectations Matrix



	Whole School/ All Settings	Classroom	Play Areas	Toilets	Bus Line	Excursions/ Camps/ Extra Curricular	Tuckshop	Transition/ Movements/ Lining Up	Sport/ PE/ Ovals
Be Safe	<ul style="list-style-type: none"> Follow the school dress code Respect personal space Keep hands and feet to yourself Sit to eat Put rubbish in bins Follow directions Be honest Stay in designated area 	<ul style="list-style-type: none"> Use all furniture/equipment properly Sit properly on chairs Walk indoors Play cooperatively Be health conscious 	<ul style="list-style-type: none"> Wear hat outside Stay in designated areas Play safely Play cooperatively Walk on hard surfaces Wear closed-in shoes 	<ul style="list-style-type: none"> Be health conscious Use the toilets correctly Wash hands Keep water in the sink 	<ul style="list-style-type: none"> Wear hat Stay in designated area Line up properly Walk to the bus Be punctual Walk on hard surfaces Follow directions Keep all of your body inside the bus 	<ul style="list-style-type: none"> Walk on hard surfaces Use all furniture/equipment correctly Play safely Play cooperatively Know safety procedures 	<ul style="list-style-type: none"> Line up orderly 	<ul style="list-style-type: none"> Line up properly Walk on hard surfaces Move carefully Stay on left of stairs 	<ul style="list-style-type: none"> Wear hat Stay in designated areas Use all equipment correctly Play safely Play cooperatively Listen to others Follow directions Know safety procedures
Be Respectful	<ul style="list-style-type: none"> Be polite Show respect Show courtesy & consideration Show tolerance Listen to others Speak nicely Use polite language 	<ul style="list-style-type: none"> Work quietly when needed Listen to your teacher Keep your classroom neat and tidy 	<ul style="list-style-type: none"> Take turns Play fairly Share equipment Line up at the first bell Invite others to play 	<ul style="list-style-type: none"> Wait your turn Go at appropriate time Be private 	<ul style="list-style-type: none"> Wait quietly Be polite 	<ul style="list-style-type: none"> Use good manners 	<ul style="list-style-type: none"> Wait your turn in line Use good manners 	<ul style="list-style-type: none"> Move quietly Wait in line quietly 	<ul style="list-style-type: none"> Take turns Play fairly
Be a Responsible Learner	<ul style="list-style-type: none"> Work quietly Follow directions Cooperate Display pride in your achievement Be on time Do your best Have a go Be persistent with your work Be cooperative Be prepared & organised Be punctual 	<ul style="list-style-type: none"> Work quietly Listen to others Follow directions Have a go Be persistent Cooperate Be organised Be on time Do your best Display pride in your achievement Work independently 	<ul style="list-style-type: none"> Listen to others Cooperate Be on time Follow instructions Be a problem solver 	<ul style="list-style-type: none"> Use the toilets properly Wait your turn Be punctual Report any damages or concerns to staff 	<ul style="list-style-type: none"> Listen to others Cooperate Be on time 	<ul style="list-style-type: none"> Listen to others Follow directions Have a go Cooperate Display pride in your achievement Be organised Be on time 	<ul style="list-style-type: none"> Line up and walk safely Choose healthy food options Manage your money 	<ul style="list-style-type: none"> Listen to others Cooperate Be on time 	<ul style="list-style-type: none"> Listen to others Follow directions Have a go Cooperate Display pride in your achievement Be organised Be on time

Behaviour Levels – Levels of Support (Years 1 – 3)

E	D	C	B	A
<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student has a lot of difficulty managing his/her own behaviour and following the school expectations. • Student requires a great deal of support from a variety of personnel and sources. • Student requires an Individual Support Plan. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student has difficulty managing his/her own behaviour and following the school expectations. • Student requires support from a variety of personnel and sources. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student usually manages his/her own behaviour and follows the school expectations. • Student may require support at times. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student mostly manages his/her own behaviour and regularly follows the school expectations. • Student may require support at times. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student can independently manage his/her own behaviour across all school environments and consistently follows the school expectations. • This student may take initiative and is a model for other students.
<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Referral to Support Services Team • Intervention from support personnel (GO, ST-LD, Chaplain, HOSES) • Intervention from Principal/Deputy Principal • Classroom management strategies • Development of an Individual Support Plan with regular data collection • Risk Management Plan • Time out • Buddy class • Parent contact • Curriculum modifications • Environmental modifications • Referral to external agencies • Daily monitoring 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Referral to Support Services Team • Intervention from support personnel (GO, ST-LD, Chaplain, HOSES) • Intervention from Principal/Deputy Principal • Classroom management strategies and Individual Support Plan • Time out • Buddy Class • Parent contact • Environmental modifications • Educational adjustments if required, to optimise learning • Regular monitoring 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Mentoring/coaching from another person • Reminder of school and class expectations • Educational adjustments if required, to optimise learning • Classroom management strategies 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Reminder of school and class expectations provided generally to the class or at parade 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Positive reinforcement of appropriate behaviour
<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Level shown on report card • Time out • Daily monitoring • Interview with Principal or DP • Parent contact • May be excluded from some activities and school functions eg. camps • May be suspended from school 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Level shown on report card • Time out • Regular monitoring • Interview with Principal or Deputy Principal • Parent contact • May be excluded from some activities 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level C Certificate • Level shown on report card • Can participate in all school activities • May participate in an end of term reward activity 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level B Certificate • Level shown on report card • Can participate in all school activities • Can participate in an end of term reward activity 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level A Certificate on parade • Level shown on report card • Can participate in all school activities • Can participate in end of term reward activity

Behaviour Levels – Levels of Support (Years 4-7)

E	D	C	B	A
<p>INDICATORS:</p> <ul style="list-style-type: none"> Student has a lot of difficulty managing his/her own behaviour and follows the school expectations. Student requires a significant level of support from a variety of personnel and sources. Student requires an Individual Support Plan. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> Student has difficulty managing his/her own behaviour and follows the school expectations. Student requires support from a variety of personnel and sources. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> Student usually manages his/her own behaviour and follows the school expectations. Student may require support at times. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> Student mostly manages his/her own behaviour and regularly follows the school expectations. Student demonstrates a high level of appropriate behaviour. Student may require some support at times. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> Student can independently manage his/her own behaviour across all school environments and consistently follows the school expectations and demonstrates a very high level of appropriate behaviour. This student takes initiative and is a model for other students.
<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> Referral to Support Services Team Intervention from support personnel (GO, ST-LD, Chaplain, HOSES) Intervention from Principal/Deputy Principal Classroom management strategies Development of an Individual Support Plan with regular data collection Curriculum modifications Environmental modifications Referral to external agencies Daily monitoring 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> Referral to Support Services Team Intervention from support personnel (GO, ST-LD, Chaplain, HOSES) Intervention from Principal/Deputy Principal Classroom management strategies and Individual Support Plan Environmental modifications Educational adjustments if required, to optimise learning Regular monitoring 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> Mentoring/coaching from another person Reminder of school and class expectations Educational adjustments if required, to optimise learning Classroom management strategies 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> Reminder of school and class expectations provided generally to the class or at parade 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> Positive reinforcement of appropriate behaviour
<p>OUTCOMES:</p> <ul style="list-style-type: none"> Level shown on report card Time out Daily monitoring Interview with Principal or DP Parent contact/interview May be excluded from some activities and school functions eg. camps May be suspended from school 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> Level shown on report card Time out Regular monitoring Interview with Principal or Deputy Principal Parent contact/interview May be excluded from some activities 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> Receive a Level C Certificate Level shown on report card Can participate in all school activities May participate in an end of term reward activity 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> Receive a Level B Certificate Level shown on report card Can participate in all school activities Can participate in an end of term reward activity Can be a helper at sporting events and school functions Can nominate for Student Councillor (Yr 5-7) and House Captain (Yr 7) and Music Captain (Yr 6/7) – NOT School Captain 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> Receive a Level A Certificate on parade Level shown on report card Can participate in all school activities Can participate in an end of term reward activity Can be a helper at sporting events and school functions Can nominate for all leadership positions – School Captain (Yr 7), House Captain (Yr 7) and Music Captain (Yr 6/7) and Councillor (Yr 5-7)

Courtesy

Consideration

Respect

Honesty

Self Worth



**Gatton State
School and
Community
Values**

Safety

Achievement

Co-operation

Tolerance

Self Management

Related legislation

- *Education (General Provisions) Act 1989*
- Section 21 of the *Education (General Provisions) Regulation 2000*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*
- *Transport Operations (Passenger Transport) Regulation 2005*

Related policies

- SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SM-16: School Disciplinary Absences
- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-10: Drug Education and Intervention in Schools
- CS-15: Principles of Inclusive Curriculum
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students
- SC-09: Student Dress Code
- LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues
- SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- Mind Matters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>)

Mr G St.Clair
Principal

Mr James Poole
P&C President

Mr Phil Cook
Executive Director (Schools)

Date:

PLAYGROUND BEHAVIOUR

NAME: _____ **CLASS:** _____ **DATE:** ____/____/____

BEHAVIOUR OF CONCERN:

- Not being Respectful Not being Responsible Not being Safe

COMMENTS: (Include consequences you may have put in place during play)

DUTY TEACHER'S NAME: _____ **SIGNATURE:** _____

PLAYGROUND BEHAVIOUR

NAME: _____ **CLASS:** _____ **DATE:** ____/____/____

BEHAVIOUR OF CONCERN:

- Not being Respectful Not being Responsible Not being Safe

COMMENTS: (Include consequences you may have put in place during play)

DUTY TEACHER'S NAME: _____ **SIGNATURE:** _____

PLAYGROUND BEHAVIOUR

NAME: _____ **CLASS:** _____ **DATE:** ____/____/____

BEHAVIOUR OF CONCERN:

- Not being Respectful Not being Responsible Not being Safe

COMMENTS: (Include consequences you may have put in place during play)

DUTY TEACHER'S NAME: _____ **SIGNATURE:** _____

PLAYGROUND BEHAVIOUR

NAME: _____ **CLASS:** _____ **DATE:** ____/____/____

BEHAVIOUR OF CONCERN:

- Not being Respectful Not being Responsible Not being Safe

COMMENTS: (Include consequences you may have put in place during play)

DUTY TEACHER'S NAME: _____ **SIGNATURE:** _____

MAJOR INCIDENT REPORT

NAME: _____ **CLASS:** _____ **DATE:** ____/____/____

DETAILS OF INCIDENT:

DUTY TEACHER'S NAME: _____ **SIGNATURE:** _____

MAJOR INCIDENT REPORT

NAME: _____ **CLASS:** _____ **DATE:** ____/____/____

DETAILS OF INCIDENT:

DUTY TEACHER'S NAME: _____ **SIGNATURE:** _____

MAJOR INCIDENT REPORT

NAME: _____ **CLASS:** _____ **DATE:** ____/____/____

DETAILS OF INCIDENT:

DUTY TEACHER'S NAME: _____ **SIGNATURE:** _____

MAJOR INCIDENT REPORT

NAME: _____ **CLASS:** _____ **DATE:** ____/____/____

DETAILS OF INCIDENT:

DUTY TEACHER'S NAME: _____ **SIGNATURE:** _____

BEE AWARD

Student Name: _____

Class: _____ Date: _____

AWARDED FOR (tick the box)

Being Respectful

Being Safe

Being a Responsible Learner



Staff Signature: _____

BEE AWARD

Student Name: _____

Class: _____ Date: _____

AWARDED FOR (tick the box)

Being Respectful

Being Safe

Being a Responsible Learner



Staff Signature: _____

BEE AWARD

Student Name: _____

Class: _____ Date: _____

AWARDED FOR (tick the box)

Being Respectful

Being Safe

Being a Responsible Learner



Staff Signature: _____

BEE AWARD

Student Name: _____

Class: _____ Date: _____

AWARDED FOR (tick the box)

Being Respectful

Being Safe

Being a Responsible Learner



Staff Signature: _____

BEE AWARD

Student Name: _____

Class: _____ Date: _____

AWARDED FOR (tick the box)

Being Respectful

Being Safe

Being a Responsible Learner



Staff Signature: _____

BEE AWARD

Student Name: _____

Class: _____ Date: _____

AWARDED FOR (tick the box)

Being Respectful

Being Safe

Being a Responsible Learner



Staff Signature: _____



Gatton State School

___/___/___

Dear _____

We are writing to inform you that your child _____ has been placed on Level _____. We have made this decision in accordance with our school's Responsible Behaviour Plan.

We would like to invite you to make an appointment to meet with us to discuss our concerns and identify support strategies for your child. Please contact your class teacher to arrange an interview, if this has not been done already.

Yours sincerely

Class Teacher

Mr G St. Clair
Principal