Responsible Behaviour Plan for Students

Based on the Code of School Behaviour

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

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

2. Consultation and data review
Everton Park State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, focus group meetings, whole staff meetings and community meetings held during 2012.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyber-bullying was undertaken. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

We will be implementing the School Wide Positive Behaviour Support program over the following 3 years which will impact on our Responsible Behaviour Plan for Students during that timeframe. Any changes made to our Responsible Behaviour Plan for Students will be presented to the P&C and Assistant Regional Director for endorsement.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.
3. Learning and Behaviour Statement

All areas of Everton Park State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

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

Students who effectively work within our school rules demonstrate a knowledge and understanding of our agreed set of School Values. Our School Values are:

- Responsibility
- Respect
- Caring
- Cooperating
- Achieving

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

- Be Safe
- Be Respectful
- Be an Active Learner

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.
Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Everton Park 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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

### SCHOOL WIDE EXPECTATIONS TEACHING MATRIX

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be An Active Learner</th>
</tr>
</thead>
</table>
|           | - I keep my hands, feet and objects to myself.  
- I follow the High 5 steps to deal with bullying.  
- I always stay inside school boundaries.  
- I move safely at all times.  
- My bag must remain in the port racks at all times.  
- I act in a sensible and orderly manner when the bell rings.  
- I leave my mobile phone or any other technology devices in my bag in the morning.  
- I wait my turn.  
- I encourage others to act in a safe manner. | - I use appropriate language.  
- I respect my own and others personal space and property.  
- I keep hurtful and bullying actions out of our school.  
- I keep my workspace tidy and clean up after myself.  
- I follow staff directions.  
- I do not take photos, videos or make any recordings of any students or teachers (unless under teacher direction).  
- I use polite and appropriate language at all times.  
- I use all equipment and facilities appropriately.  
- I encourage others to be respectful. | - I am an active listener.  
- I am an active participant.  
- I am responsible.  
- I am punctual and organised for all learning activities.  
- I encourage others to be active learners. |
| Learning Environments | - I enter only in the presence of a staff member.  
- I leave only with permission.  
- I use equipment safely.  
- I use furniture properly.  
- I follow classroom rules.  
- I keep my hands, feet and objects to myself.  
- I do not bring software or games from home to play on computers at school.  
- I use protective behaviours when using internet at school.  
- I follow all directions from staff and follow water safety rules when in the pool area. | - I leave only with permission.  
- I follow teacher directions.  
- I cooperate with others.  
- I wear correct school uniform.  
- I listen to others.  
- I respect the right of others to learn.  
- I raise my hand to speak. | - I do my best at all times.  
- I am prepared to participate in learning activities.  
- I am organised.  
- I follow classroom rules. |
<table>
<thead>
<tr>
<th>Ovals and Playgrounds</th>
<th>Terraces, Shed and Quadrangle - Play</th>
<th>Hall</th>
<th>Terraces and Shed - Eating</th>
<th>Tuck-Shop</th>
<th>Walkways and Stairs</th>
<th>Toilets</th>
</tr>
</thead>
</table>
| - I wear my hat and shoes at all times in all outdoor areas.  
  - I play by the rules.  
  - I report any issues to a duty teacher.  
  - I keep my hands, feet and objects to myself.  
  - I use playground equipment correctly.  
  - I stay in my grade specific play area.  
  - I participate in safe school approved games.  
  - I share equipment.  
  - I use polite language.  
  - I follow teacher directions.  
  - I invite others who want to join in.  
  - I am aware of other games taking place and share the space fairly.  
  - I use encouraging language.  
| - I walk at all times.  
  - I use drinking fountains appropriately.  
  - I stay within bounds.  
  - I leave seed pods and sticks on the ground.  
  - I leave the space out of the gardens.  
| - I use the space appropriately.  
  - I leave the space clean and tidy.  
  - I use all equipment appropriately.  
| - I sit while eating.  
  - I only eat my own lunch.  
  - I follow teacher directions.  
  - I place all rubbish in the bins and leave the area tidy.  
  - I stay seated until dismissed.  
| - I line up in single file.  
  - I walk at all times to and from the Tuck-Shop.  
  - I buy and eat only my own food.  
  - I stay outside the Tuck-Shop at all times.  
  - I take all food bought at the tuckshop back to the terraces to eat.  
  - I line up quietly.  
  - I speak politely to the Tuck-Shop staff.  
| - I move straight to my designated area when the bell rings.  
  - I don’t use balls or play after the bell.  
  - I walk carefully to avoid collision and use the left-hand side on stairs.  
  - I only use the verandahs during breaks with teacher’s permission.  
  - I keep the verandahs clear and tidy at all times.  
  - I walk quietly so others can continue learning.  
| - I go to the toilets with a partner.  
  - I always walk sensibly.  
  - I use toilets appropriately.  
  - I wash my hands with soap and water.  
  - I allow for privacy of Others.  
  - I use a quiet voice.  
  - I use toilets appropriately.  
  - I clean up after myself.  
  - I return to class as soon as possible.  
  - I go to the toilet and have a drink when the bell rings.  
  - I ask permission to go to the toilet during learning time.  
  - I report any problems to a teacher.  
  - I am Water Wise.  

- I share equipment.  
- I try new games and activities.  
- I share the space.  
- I care for the environment and my own health.  
- I follow Tuck-Shop rules.  
- I have my order and money ready.  
- I am punctual.  
- I sit/stand quietly in line up area.  
- I follow teacher directions.
| Before/After School | - I walk at all times.  
- I report to pick up zone immediately at the end of the school day.  
- I enter the school grounds only after 8am.  
- I stay and remain seated on the front verandah until 8:20am.  
- After 8:20am I move to the terraces/shed following staff directions.  
- I follow duty teacher and bus driver's instructions and directions.  
- I remain seated on the bus.  
- I walk my bike/scooter inside school grounds and store it at the bike racks.  
- I only use signed road crossings. | - I follow teacher and driver directions.  
- I am respectful to all members of our community.  
- I use a quiet voice.  
- I only use my own bike/scooter. | - I follow road and bike safety rules. |

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.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Everton Park State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff (SWPBS – School Wide Positive Behaviour Support)
- Individual Management plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments. This could include Risk Management Plans.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
  - procedures for preventing and responding to incidents of bullying (including cyber bullying and recording incidents for data collection) (Appendix 2)
  - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing Expected School Behaviour

At Everton Park State School, communication of our key messages about behaviour is followed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Everton Park State School Positive Notice:

Staff members hand Positive Notice (Bees Knees) cards out to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the week. When they ‘catch’ a student following the rules they can choose to give them
a Bees Knees card. When students are given a Bees Knees card they drop the card in one of the designated collection points at the following locations:

- Library

Each Friday the Bees Knees committee reviews the submitted cards and identifies students through a draw. These students are issued with a voucher that can be redeemed at the tuckshop. All students who receive a Bees Knees Card are acknowledged at the weekly School Assembly. Cards are never removed as a consequence for problem behaviour.

Each week, Classroom Teachers nominate students from their class to receive a Student of the Week Award. This is presented to students at the weekly School Assembly.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to ask them 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.

**Targeted behaviour support:**

Each year a small number of students at Everton Park State School are identified through our data as needing extra support regarding behaviour. In most cases this behaviour is not regarded as severe but the frequency of the behaviour may put the child and other students learning and social success at risk. The following programs have been developed to respond to these needs. The programs increase the student’s opportunities to receive positive contact with adults, and allow for the delivery of intensive social skill training and/or adult mentoring. The programs are coordinated by a team that includes the Principal, Deputy, teachers and the Guidance Officer. All members of the team are involved in continuous professional development to develop the programs and reporting responsibilities.

Students accepted into the Targeted Behaviour Support program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in the Targeted Behaviour Support Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Supervised Play – Social Skills Program**

Supervised Play and the Social Skills Program remove students experiencing difficulties with their peers during break periods and place them in a more controlled play environment. Class Teachers are responsible for placing students in these groups. Principal/Deputy is consulted if a teacher wishes to recommend a student for this group. Teachers supervising these duties model and encourage students to interact more appropriately with their peers. When students are first placed on this program they must develop a “Success Plan” within an Individual Management Plan where the student identifies the problem and sets a personal goal to work towards re-entering regular play environments.
**Play is the Way**

Play is the Way is a practical methodology for teaching social and emotional learning using guided play, classroom activities, self-reflection and an empowering language – behaviour education using wisdom, not force.

**Aims:**
To help the staff, students and parents of a primary school create a safe learning environment in which students train to be independent, self-managing, self-motivated learners in persistent pursuit of their personal best and able to get along with each other — to help develop students with empathy, good character and decency with the social and emotional competencies to live and learn well.

Specifically, it's a program of cooperative, physically interactive games that serve as the back bone for a process that builds a sustainable whole school culture of:
- Continuous self-improvement
- Adult guidance and role-modelling
- Safety and non-violence
- Peer support, trust, respect and understanding
- Self-regulation and socially responsible behaviour
- Openness acceptance and belonging
- Social and emotional competency that helps all children learn to the best of their ability and lead emotionally rich and rewarding lives throughout childhood and beyond.

**Rock and Water**

**Aims to develop social and emotional skills:**
The Rock and Water program aims to apply a physical/social approach to assist students in their development to adulthood by increasing their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition. A specific goal for the course is teaching students to deal with power, strength, emotions and powerlessness.

**Implementation/Delivery:**
The program offers a framework of exercises and ideas about boys and manhood and aims to assist students in becoming aware of their purpose and motivation in life. The building blocks of the Rock and Water program are self-control, self-reflection and self-confidence. Topics covered in Rock and Water includes intuition, body language, mental strength, empathetic feeling and positive feeling. Further discussion topics cover bullying, sexual harassment, life goals and desires.

**YWCA EVERY GIRL Program**

Every Girl is a new national program that will develop positive self-esteem and resilience among girls aged 9-14 years old. It will provide girls with the tools to realise their full potential, build upon their strengths and participate fully in their community, achieved through an underlying core objective of developing citizenship. This program has the potential to foster a generation of women in Australia who are resilient, connected to their community and feel empowered to speak up about issues of importance to them.

**Objectives for Every Girl:**
- To strengthen participant’s perception of their ability to influence community change.
- To strengthen their understanding of human rights.
- To foster their sense of belonging to a community.
- To identify the community as a new source of resilience.
- To promote participant’s self-esteem in moral-ethical or behavioural dimension (strengths based approach).
- To increase their confidence in expressing views on issues.
**Intensive behaviour support: School Based Team**

Everton Park State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.

The School Based Team has a referral system in place. Following the initial referral to student services committee, a team member contacts parents/caregivers 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 specialist behaviour services staff.
5. Consequences for inappropriate or unacceptable behaviour

Everton Park State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

A Detention referral form (Appendix 6) is used to record all minor (that results in a detention being issued) and major problem behaviour. The data on this form is recorded on One School. Other behaviour incidents may also be recorded on One School.

Student behaviour records will determine students’ eligibility to be included in school activities such as: school excursions, camps, class award activities, sporting events. Considerations that may influence decisions:-

- serious behaviour (referral to Deputy/ Principal)
- student presenting safety concerns as risk management considerations.

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens.
- **Major** behaviour incidents are referred directly to the school Administration team.

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you 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 inappropriate behaviours

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate 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.
- a re-direction process where a staff member takes the student aside and:
  1. asks the student reflective behaviour questions
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration or the student will be collected from their current location by an Administration team member. A report of the student’s behaviour is recorded on One School.

Major unacceptable behaviours may result in the following consequences:

- **Level One**: Detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, attend Buddy Class.

- **Level Two**: Parent contact, referral to Guidance Officer, referral to School Based Team, referral for specialist behaviour services, extended time out of class working in Administration, suspension from school, behaviour improvement conditions.

- **Level Three**: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or
drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

**Definition of consequences**

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Time out</strong></td>
<td>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. In Classroom Time Out: Student will sit at a designated Time Out desk with the Rules for Timeout displayed next to the desk, supervised by the teacher. Students will remain in Time Out for no longer than 10 minutes, or at teacher’s discretion. In Time Out students complete a reflection sheet which is to be reviewed with the teacher prior to returning to class activity. Reflection sheets will be retained by class teacher for the year. (Appendix 5: Reflection sheets) In Playground Timeout: Student will accompany the supervising staff member whilst discussing reflective questions. In Playground Timeout students will remain at the timeout area for no longer than 10 minutes, or at teacher’s discretion. In Playground Time Out students will reflect on their behaviour through a verbal conversation with the supervising teacher focusing on the school rules and correcting the negative behaviour. (Appendix 5: Reflection prompt cards – to be placed in Playground Duty Bags)</td>
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<tr>
<td><strong>Buddy Class</strong></td>
<td>At the commencement of the year, teachers will be assigned a Buddy Class. Time will be taken to discuss how the partnership will operate. The following points will be negotiated: • Notification to buddy teacher that a student is being exited. e.g. Phone, note, referral form • School work may accompany child when sent to Buddy Class. e.g.: work to complete, reflection sheet, letter to parent. NOTE: 1. The maximum number of students to be sent at one time is two. 2. The expected length of time to remain at Buddy Class would be negotiated between the teachers, minimum 15 minutes. Student will sit at a designated Time Out desk with the Rules for Timeout Buddy Room displayed next to the desk, supervised by the teacher. 3. Students exited to buddy class need to be entered onto classroom teachers Behaviour Record sheet. Students exited to buddy class need to be accompanied by a Buddy Class/Office referral form. 4. Students who are placed in buddy class complete a reflection sheet to be retained on file by the student’s class teacher. The reflection sheet is to be reviewed by the Buddy Class teacher prior to the student returning to their class room. Upon return the reflection sheet will be reviewed by the student and class teacher. (Appendix 5- Reflection Sheet) 5. Exits can contribute to detentions. 6. If a child refuses to go to Buddy Class then this signifies persistent and wilful disobedience and after take up time, Student can be referred to Administration. 7. Buddy class exits are entered onto One School by the class teacher. 8. Parents are notified.</td>
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<tr>
<td><strong>Detention</strong></td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. • Students attend the Detention Room during second break for a period of time not longer than 20mins. Staff are rostered on to supervise the room as part of normal playground duty requirements. • Detention room supervisor may choose to have some or all detention room students complete a reflection sheet. • Detention room students can only be sent to the detention room by a staff on playground duty for playground misbehaviour or by Deputy/Principal as part of the consequence options. • If students do not attend or misbehave in the detention, another detention may be given and they will be spoken to by the Principal, Deputy Principal or Behaviour Team member. <strong>Rules of Detention room</strong> • Students stay for a maximum of 20 minutes. • Students are “walked through” the Referral Book white slip – given at time of misbehaviour. • No eating or drinking in the detention room • The teacher who writes a detention for a student/s is responsible for recording it on One School (Appendix 7)</td>
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<tr>
<td><strong>In School Suspension</strong></td>
<td>This may be a Consequence Option for serious behaviours determined by Deputy/Principal. Parents will be notified. Students will undertake a program of work supplied by their class teacher and be supervised away from their regular class. During lunch breaks the student remains in the office and does not go out into the playground.</td>
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<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A principal or staff member of Everton Park State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</td>
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<tr>
<td><strong>School Disciplinary Absences (SDA)</strong></td>
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<td>----------------------------------------</td>
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<tr>
<td><strong>Suspension</strong></td>
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<td>This may be a Consequence Option for serious behaviours determined by the Deputy Principal. This will occur after all other avenues of support have been considered. Parents will be notified. The parent and suspended student must meet with an administrator to discuss the re-entry plan and/or an IMP (Individual Management Plan) before returning to school.</td>
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<tr>
<td>A principal may suspend a student from school under the following circumstances:</td>
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<td>▪ disobedience by the student</td>
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<td>▪ misconduct by the student</td>
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<td>▪ other conduct that is prejudicial to the good order and management of the school.</td>
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<td><strong>Behaviour Improvement Condition</strong></td>
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<td>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</td>
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<td>A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:</td>
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<td>▪ reasonably appropriate to the challenging behaviour</td>
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<td>▪ conducted by an appropriately qualified person</td>
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<td>▪ designed to help the student not to re-engage in the challenging behaviour</td>
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<td>▪ no longer than three months.</td>
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<tr>
<td><strong>Proposed exclusion or recommended exclusion</strong></td>
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<tr>
<td>A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</td>
<td></td>
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<tr>
<td>▪ disobedience</td>
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<tr>
<td>▪ misconduct</td>
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<tr>
<td>▪ other conduct that is prejudicial to the good order and management of the school, or</td>
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<tr>
<td>▪ breach of Behaviour Improvement Conditions.</td>
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<tr>
<td><strong>Cancellation of enrolment</strong></td>
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<tr>
<td>The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.</td>
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</tbody>
</table>

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.*
The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Minor</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking/calling out</td>
<td>• Redirection</td>
</tr>
<tr>
<td>Failure to follow directions</td>
<td>• Tactical Ignoring</td>
</tr>
<tr>
<td>Failure to follow class rules</td>
<td>• Proximal Ignoring</td>
</tr>
<tr>
<td>Disrupting others’ learning</td>
<td>• Warning</td>
</tr>
<tr>
<td>Showing disrespect for personal and class property</td>
<td>• Time out</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>• Buddy Class</td>
</tr>
<tr>
<td>Swearing/speaking in a disrespectful tone</td>
<td>• Office with detention slip</td>
</tr>
<tr>
<td>Verbal harassment and putdowns</td>
<td>• Detention</td>
</tr>
<tr>
<td>Inappropriate physical contact/threats</td>
<td></td>
</tr>
<tr>
<td>Petty theft</td>
<td></td>
</tr>
<tr>
<td>Eating out of designated areas</td>
<td>• Redirection</td>
</tr>
<tr>
<td>Playing in out of bounds areas</td>
<td>• Warning</td>
</tr>
<tr>
<td>Repeated failure to follow playground rules</td>
<td>• Time out in designated time out area</td>
</tr>
<tr>
<td>No hat</td>
<td>• Detention</td>
</tr>
<tr>
<td>No shoes</td>
<td>• Play in undercover areas</td>
</tr>
<tr>
<td>Failure to abide by school dress code</td>
<td>• Parents contacted</td>
</tr>
<tr>
<td></td>
<td>• Restricted to classroom and office areas</td>
</tr>
<tr>
<td>Major</td>
<td>• Warning</td>
</tr>
<tr>
<td>Inappropriate touching</td>
<td>• Office referral</td>
</tr>
<tr>
<td></td>
<td>• Parents informed</td>
</tr>
<tr>
<td></td>
<td>• Consequences as determined by administration</td>
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<td></td>
<td>(detention/suspension etc.)</td>
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<tr>
<td>Physical aggression/assault</td>
<td>• Office referral</td>
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<tr>
<td>Bullying or harassment through the use of internet/ICT/ or personal technology devices</td>
<td>• Parents informed</td>
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<tr>
<td>Targeted swearing (Primary Behaviour)</td>
<td>• Consequences as determined by administration</td>
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<td></td>
<td>(detention/suspension etc.)</td>
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<tr>
<td>Encouraging bullying/harassment or fighting</td>
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<td>Sexual harassment or assault</td>
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<td>Stealing</td>
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<td>Incidents involving smoking</td>
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<td>Incidents involving drugs and alcohol</td>
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<td>Wilful damage to school property/vandalism</td>
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<td>Incidents involving weapons</td>
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</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.
Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

**Immediate Strategies**

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

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

- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- 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 reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report
- Student Record of Incident (as per process for Natural Justice).
7. Network of student support
Students at Everton Park State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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

Everton Park 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Consequences for breaking the rules or breaching the schools Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

To ensure alignment with the Code of School Behaviour when applying consequences and inclusive strategies, the individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times.
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

11. Some related resources
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
The Use of Personal Technology Devices* at School

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

**Certain Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in 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 at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

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

**Personal Technology Device Etiquette**

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

**Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Everton Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

A school student 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\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

**Text communication**

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

**Assumption of cheating**

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**

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

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

**Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or I Pad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2

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

Purpose

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

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

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

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

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

Rationale

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

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

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct and internet search, what Cyber bullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

Everton Park State School will then investigate and respond to any incident of cyber bullying.
10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the High 5 process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

13. Everton Park State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. 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 Everton Park State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Everton Park State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP EVERTON PARK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Everton Park 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, 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.

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

How can parents help to keep Everton Park 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 Administration.
Appendix 4

ANTI-BULLYING POLICY

Purpose of an anti-bullying policy
To make clear to everyone in the school community what the school is doing about bullying and why; communicating that bullying is not tolerated; and a policy can be used to monitor progress.

We seek to create a climate in school whereby bullying behaviours are not accepted by any member of the school community. Our policy aims to have all students and parents to work towards the elimination of any form of bullying. We aim to:

1. All staff and parents role model self-management and positive conflict resolution;
2. Use all staff, parents and students to prevent and not just control bullying;
3. Use the curriculum and the HIGH 5 Program as a means of raising awareness of the school’s expectations;
4. Give help and ongoing support to victims;
5. Help and give support to bullies (and victims) to change their behaviour;
6. Inform parents/carers of the repetition of any unacceptable behaviour;
7. Encourage pupils to reject anti-social behaviour;
8. Seek the involvement of outside professional agencies if and where necessary.

We have an expectation of parents that they should be supportive in the process of eliminating any form of bullying.

- no tolerance of bullying;
- create wide acceptance to report bullying;
- educate bullies, victims and parents;
- adopt a whole school approach.

What is bullying?
Bullying is an abuse of power. Bullying is deliberate intimidation of a perceived less powerful person by a perceived more powerful person or group of persons, causing embarrassment, pain, or discomfort, through:

(a) physical aggression such as hitting, kicking, pushing, tripping;
(b) verbal aggression such as name calling, teasing, swearing;
(c) psychological such as exclusion or gestures.

Responsibilities of students, teachers, parents who witness bullying

1. To report and record the incident;
2. Educate, keep children and parents informed, ongoing monitoring;
3. Adult/peer mediation;

School responses to bullying

1. Teach HIGH 5 skills throughout the curriculum;
2. Provide activities to encourage cooperative play and safe environment e.g. Club Activities, Book Buddies, linking Early Years Classes with Middle Years Classes;
3. Encourage children to inform when being bullied or observe bullying;
4. Direct involvement of parents to assist bully and victim;
5. Continue to build in responsibility across multi-age groups (cluster groups);
6. Explicitly teach social skills such as empathy, assertive communication - build into existing social skills programme.
What is HIGH 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

Do the HIGH 5:-

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

Ignore

- Pretend you didn’t hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use “I” statements – I feel . . . . when you . . . . because....

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back, walk confidently, don’t run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your “I” statement. e.g. I said . . . .
- State the consequences of continued bullying.
**Report**
- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

**Reporting Vs. Dobbing:**
- Children need to know the difference between reporting and dobbing.
- *Reporting* is helping/getting yourself out of trouble.
- *Dobbing* is trying to get someone in trouble using a whiny voice.

**Reporting:**
- Children should in most circumstances attempt to problem-solve themselves first.
- Unsuccessful after doing Hi 5 steps - see teacher.

**Asking the teacher for support:**
Teacher dialogue should take the following format:
- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the Hi 5?)
- Do you want a solution?
- What sort of solution do you want?

**Reporting straight away**
- If the issue involves health or safety - children to report straight away to a teacher.
- They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

**Reporting Phase**

Role of Teacher:
- Investigate and discuss incident with child.
- Refer to detention/advise Class Teacher
- Serious refer to Administration
Appendix 5

Reflective Thinking

Prep

Name: ______________________  Date: ____________

What were you doing?

What rules did you break?

• ________________________________

• ________________________________

My goal will be to make stronger choices by.....

_________________________  ______________________
Student’s Signature        Teacher’s Signature
Reflective Thinking
Lower Primary (1-3)

Name: ___________________  Date: ______________

What were you doing?

What were you supposed to be doing?

What rules did you break and who did you affect?

What happens when you break the rules?

My goal will be to make stronger choices by.....

______________________________________
Student’s Signature

______________________________________
Teacher’s Signature
Reflective Thinking
Upper Primary (4-7)

Name: ___________________ Date: _____________

What were you doing?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What were you supposed to be doing?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What rules did you break and who did you affect?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What happens when you break the rules?
__________________________________________________________________________
__________________________________________________________________________

Did you get what you wanted and what was that?
__________________________________________________________________________
__________________________________________________________________________

My goal will be to make stronger choices by….
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

____________________  _________________________
Student’s Signature    Teacher’s Signature
Question Cards for Playground Duty Bags

What are you doing?

What are the rules?

What happens when you break the rules?

Is this what you want to happen?

What do you want to do now?

What will happen if you disrupt again?
Appendix 6

Snap Shot of Behaviour Referral Form

Everton Park State School

Date: ________ Name of Student: ________

Behavior Referral Form

Class: ________

Time of Incident: (Please Tick)

- Middle Session
- Second Break
- Before School
- After School
- Morning Session
- First Break
- After School
- After School

Location of Incident: (Please Tick)

- Classroom
- Library
- Music Lesson
- Other Areas
- LOTE Lesson
- Science Lesson
- Playground
- Sporting Venue
- PE Lesson
- Terrace/Shed
- Pool
- Footpaths/Roads
- Eating Area
- Excursion

Behavior Category: (Please Tick)

- Defiance/Disrespect/Threats to Adults - Continued refusal to follow directions, talking back and/or socially rude interactions.
- Physical Aggression - Actions involving serious physical contact where injury may occur. (eg hitting, punching, hitting with an object, kicking, scratching, throwing to the ground, etc)
- Non Compliance with Routine/Safety - Student engages in unsafe activities where injury may occur to themselves and others.
- Property Misconduct/Vandalism - Student engages in activity that results in destruction or disfigurement of property.
- Disruption - Repeated behaviour causing an interruption in a class or playground. (eg Yelling or screaming, noise with materials, disruptive games, sustained out of seat behaviour, etc)

Details of Incident:

Referred by: ____________________________

Attended Detention Room: YES / NO Signature: ____________________________

Parent: ____________________________

Snap Shot Of Detention Room Register

<p>| DETENTION ROOM - ATTENDANCE REGISTER | Term 4 2012 |</p>
<table>
<thead>
<tr>
<th>DATE</th>
<th>NAME</th>
<th>CLASS</th>
<th>REASON FOR ATTENDANCE</th>
</tr>
</thead>
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<tr>
<th>LETTER HOME Y/N</th>
<th>RETURNED LETTER</th>
<th>Total</th>
<th>Notes</th>
<th>Recorded on One School</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

31
2. Complete each section marked with a red asterix.

**Record Incident (Single Student)**

<table>
<thead>
<tr>
<th>Student Involved *</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td></td>
</tr>
<tr>
<td>Family name</td>
<td></td>
</tr>
<tr>
<td>Given names</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff member *</th>
<th>David O’Connor (O’CODA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Incident *</td>
<td>02-Nov-2012</td>
</tr>
<tr>
<td>Incident Type *</td>
<td></td>
</tr>
<tr>
<td>Period *</td>
<td></td>
</tr>
<tr>
<td>Location Category *</td>
<td></td>
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<tr>
<td>Subject</td>
<td></td>
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<tr>
<td>Restricted to *</td>
<td></td>
</tr>
<tr>
<td>Witnesses</td>
<td>Select Witnesses</td>
</tr>
</tbody>
</table>

3. Select the behaviour strategies employed and in the far column refer to appropriate staff e.g. administration. When you click on the hyperlink “Select Staff”, a new window (pictured in step 4) will appear for you to complete regarding referring the incident record to appropriate staff.
4. To refer to staff first use the “Staff Search” section, secondly select staff by checking the tick box in “Search Results” and click on the “Select” button and finally once the staff you wish to refer the record to are in the “Selected Staff” table, click “Return”.

5. Write a summary of the incident.

4. Record any contact with parents/guardians, include attachments e.g. scans of reports and click on save.

Record of contact

Attachments
CRITERIA FOR DESIGNING CLASSROOM SELF-MANAGEMENT PLANS

Each teacher must negotiate a classroom self-management plan with their students. This plan will include:
- clear observable behavioural expectations;
- up to 4 or 5 rules framed in a positive manner (e.g. I will always raise my hand before answering a question);
- a set of positive consequences;
- a set of negative consequences which progress from the least intrusive to the most intrusive and are not physically or psychologically harmful;
- the first step must be a warning;
- a severe clause must be included;
- plans are to be discussed with the Principal and approved prior to being sent home;
- a copy of the plan must be sent home to every parent to discuss with their child and to seek their acknowledgement (see appendix 9);
- all rules, consequences and rewards are to be discussed and understood by the students, via class discussions regarding rules, modelling behaviours, role playing and displaying rules in written form.

CONSEQUENCES

Positive Consequences are negotiated and could come from the list of positive reinforcers. e.g. popcorn party, stamps, stickers, free time, movies, games, certificates

Negative Consequences are to range from the least to most severe.
   e.g. 1st time: Verbal warning
         2nd time: Reflective questions
         3rd time: 10 minutes time-out in classroom
         4th time: Buddy Class = 15 minutes in another classroom with work to complete
         5th time: Detention/Office referral. Complete detention slip. Repeat offence at this level - request interview with parent.

SEVERE DISRUPTIONS

These are very serious behaviours which will result in the child being sent to Administration, an email or phone contact is made with parents either by classroom teacher or Administration informing of Behaviour. Repeat offence - request interview with parent.
EXAMPLE LETTER TO PARENTS

Dear Parents/Guardians

It is with pleasure that we welcome your child to our class for this year. We can look forward to a very exciting and rewarding time. In order to provide our students with the excellent educational climate they deserve, we have developed the following Classroom Self-Management Plan that will be in effect at all times.

The most important feature of the plan is that appropriate behaviours are acknowledged. This may be verbal praise, a sticker or a favoured activity, but good behaviour will be recognised.

RULES:
1. Follow directions the first time.
2. Remain on task.
3. Raise your hand to say something.
4. Keep hands, feet and objects to yourself.
5. Be organised with equipment - pencils, colours, scissors, glue, homework.
6. When working in pairs or groups, whisper.

CONSEQUENCES

If a student chooses to break a rule, then the following consequences will apply:
1st time: Verbal warning
2nd time: Reflective questions
3rd time: 10 minutes time-out in classroom
4th time: Buddy Class = 15 minutes in another classroom with work to complete
5th time: Detention/Office referral. Complete detention slip. Repeat offence at this level - request interview with parent.

SEVERE CLAUSE: Sent to Principal’s office and parents/guardians contacted.

REWARDS: Children who behave appropriately will be positively rewarded in the following ways:
- Free Time
- Certificates
- Video
- Games
- Student(s) of the Week
- Extra Sport
- Stickers
- Party (e.g. Popcorn Party / Picnic)

It is in your child’s best interests that we work together with regard to his or her education. We will thus keep you informed about your child’s progress in our class. We have already discussed this plan with your child, but would appreciate it if you would review it with him or her before signing and returning the form below.

Thank you for your support.

Sincerely,

Teachers’ Names
Class Teacher

I have read your Classroom Self-Management Plan and discussed it with my child.
Parents/Guardian’s Signature: ______________________
Child’s Name: ______________________
Date: ______________________
Comments: ________________________________________________________________

Appendix 9
# Duty Guidelines for all Areas

**Play Ground Duty Guidelines**

<table>
<thead>
<tr>
<th>Duty</th>
<th>Area Description</th>
<th>Stand</th>
<th>Procedures for Staff</th>
<th>Reminders</th>
</tr>
</thead>
</table>
| **Junior Duty** | Under the Shed, away from surrounding gardens and walkways. | Walk around the area to ensure staff presence. | 1. Arrive to duty at the beginning of eating time.  
2. Walk around the area ensuring students are seated in the correct area, not walking around or in the surrounding walkways, grassed areas or gardens.  
3. When bell rings, blow whistle, raise hand and wait for quiet.  
4. Instruct students to hold up rubbish.  
5. Walk around and instruct students to put rubbish in bin and lunch boxes in class black box.  
6. Junior students wait at the left hand side of the soft fall to be taken to the junior oval and adventure playground. | *Do not let students leave until you check around them for rubbish and lunchboxes are put in black class boxes.  
Watch for students who try to leave without permission.* |
| **Senior Duty** | The Terraces and soft fall at the bottom of the area. | Walk around the area to ensure staff presence. | 1. Arrive to duty at the beginning of eating time.  
2. Walk around the area ensuring students are eating in the correct area, not walking around or in the surrounding walkways, grassed areas or gardens.  
3. When the bell rings, blow whistle, raise hand and wait for quiet.  
4. Instruct students to hold up rubbish.  
5. Walk around and instruct students to put rubbish in bin and lunch boxes in class black box.  
6. Senior students wait at the right hand corner of the soft fall to go onto the oval. | *Do not let students leave until you check around them for rubbish and lunchboxes are put in black class boxes.  
Watch for students who try to leave without permission.* |
| **P-2 Oval** | The P-2 Oval | Walk around the area to ensure staff presence. | 1. Meet junior students on the left hand side of the soft fall.  
2. Walk students across the oval to the P-2 oval and junior adventure playground.  
3. Staff member leads the way.  
4. Attend to any first aid or behaviour issues.  
5. When the bell rings, instruct students to return to class. | *Ensure all students wear a hat.* |

<table>
<thead>
<tr>
<th>Duty</th>
<th>Area Description</th>
<th>Stand</th>
<th>Procedures for Staff</th>
<th>Reminders</th>
</tr>
</thead>
</table>
| **Adventure Playground** | The junior and senior adventure playgrounds. | Stand between the junior and senior adventure playgrounds. | 1. Meet students at the edge adventure playgrounds.  
2. Attend to any first aid or behaviour issues.  
3. When the bell rings instruct students to return to class.  
4. Staff member is the last to leave the oval via the terraces. | *Ensure all students wear a hat.* |
| **Senior Oval** | The grassed oval area and soft fall at the bottom of the terraces. | Constantly walk around the oval, including perimeter, to ensure staff presence. | 1. Let staff member on terraces eating duty know that you have arrived.  
2. Meet senior school students that have been released from eating, at the right hand side of the soft fall.  
3. Release upper school students to play.  
4. Attend to any first aid or behaviour issues.  
5. When bell rings, instruct students to return to class.  
6. Staff member is the last to leave the oval via the terraces. | *Keep students off the banks toward Old Northern Road.  
* Ensure all students wear a hat.  
* If students continue play after the bell has rung, confiscate sporting equipment.* |
| **Terraces** | The terraces up to the shed. | Constantly walk around the area to ensure staff presence. | 1. Let staff member on terraces eating duty know that you have arrived.  
2. Constantly walk around the area to ensure staff presence.  
3. Attend to any first aid or behaviour issues.  
4. When bell rings, instruct students to collect belongings, go to the toilet and return to class. | *Students walk on the terraces.  
* Students use the stairs – not jump down the terraces.  
* No ball games on the terraces.* |
| **Upper Terraces and Toilets** | Upper terraces, Shed, Bitumen in front Year 4 classes, Chess boards, Toilets, Walkways. | Constantly walk around these areas to ensure staff presence. | 1. Let staff member on junior eating duty know that you have arrived.  
2. Constantly walk around the areas to ensure staffing presence.  
3. Attend to any first aid or behaviour issues.  
4. When first bell rings, supervise toilet area and walkways until second bell rings.  
5. When second bell rings, instruct students to return to class. | *Students need to wait for junior students to finish eating before starting ball games.  
* Students walk on the terraces.  
* Students use the stairs – not jump down the terraces.  
* No ball games on the terraces.  
* Under the Grade 6 classrooms and near the lockshop is out of bounds.  
* Walk on the concrete.* |

---

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# After School Duty Guidelines

<table>
<thead>
<tr>
<th>Duty Times:</th>
<th>General Reminders:</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Duty</td>
<td>3:00-3:30</td>
</tr>
<tr>
<td><strong>General Reminders:</strong></td>
<td></td>
</tr>
<tr>
<td>Always arrive to your duty on time. If possible, bring your mobile phone. Bring a Duty Bag and whistle with you. If possible, your mobile phone. If a duty is unattended, call the office.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Duty</th>
<th>Area Description</th>
<th>Stand</th>
<th>Procedures for staff</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deskin Street Pickup Area</strong></td>
<td>Deskin street pickup area loading zone including the zebra crossing.</td>
<td>Walk up and down the pickup area to ensure staff presence.</td>
<td>1. Arrive to duty straight after the 3:00 bell has rung. 2. Walk up and down the pickup area, ensuring students are waiting along the fence line. 3. Ensure cars have come to a stop in the pickup zone before students move to their cars; 4. At 3:30, walk any remaining students to sit on the balcony outside the staffroom.</td>
<td>* Ensure students are waiting along the fence, away from the road. * Ensure students get into their cars safely. * Ensure cars do not double park.</td>
</tr>
<tr>
<td><strong>Old Northern Road Pickup Area</strong></td>
<td>Old Northern Road Pickup Area</td>
<td>Walk between the traffic lights and pickup area to ensure staff presence.</td>
<td>1. Arrive to duty straight after the 3:00 bell has rung. 2. Ensure students are waiting safely away from the footpath. 3. Ensure cars have come to a stop in the pickup zone before students move to their cars.</td>
<td>* Ensure cars keep moving in the pickup zone.</td>
</tr>
<tr>
<td><strong>Old Northern Road Traffic Lights</strong></td>
<td>Traffic lights at Old Northern Road</td>
<td>Stand between the two traffic lights at Old Northern Road.</td>
<td>1. Arrive to duty straight after the 3:00 bell has rung. 2. Ensure students are waiting safely away from the road, for the crossing signal. 3. Watch students as they cross the road safely.</td>
<td>* Ensure students wait for correct crossing signal to cross the road. * Ensure cars have stopped before students cross the road.</td>
</tr>
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</table>

# Detention Duty Guidelines

<table>
<thead>
<tr>
<th>Duty Times:</th>
<th>General Reminders:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention Duty</td>
<td>1:30-1:50</td>
</tr>
<tr>
<td><strong>General Reminders:</strong></td>
<td></td>
</tr>
<tr>
<td>Always arrive to your duty on time. If possible, bring your mobile phone. Bring a Duty Bag and whistle with you. If possible, your mobile phone. If a duty is unattended, call the office.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Duty</th>
<th>Area Description</th>
<th>Stand</th>
<th>Procedures for staff</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detention</strong></td>
<td>The Science Lab</td>
<td>Sit in the science lab, moving around to talk to students.</td>
<td>1. Administration announces students on duty over the loud speaker. 2. Get the detention book from office reception. 3. Arrive at detention room. 4. Check off attendance. 5. Record attendance on detention data base. 6. Complete letters to parents and carers advising of detention. 7. Work through detention activities with students. 8. Students take detention letters home to their parents and carers. 9. When the first bell rings, dismiss students back to class.</td>
<td>* Check that staff member has recorded detention on OneSchool.</td>
</tr>
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</table>
#### EVERTON PARK STATE SCHOOL
**INDIVIDUAL MANAGEMENT PLAN**

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Date of IMP:</td>
</tr>
<tr>
<td>Date of Review:</td>
</tr>
<tr>
<td>Background:</td>
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</table>

<table>
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<tr>
<th>Case Manager:</th>
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<tbody>
<tr>
<td>Other agencies / specialists Involved:</td>
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</table>

**Special Considerations due to medical conditions:**

<table>
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<tr>
<th>Short Term Aims of the IMP:</th>
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<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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<table>
<thead>
<tr>
<th>Long Term Aims of the IMP:</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<th>Strategies:</th>
<th>Implemented by:</th>
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</table>

**Consequences of inappropriate behaviour:**

**Crisis Management Plan:**

**Contributors to the IMP:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
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</table>

**Parent Comments:**
Example Classroom Behaviour Contract (modify to suit individual student needs)

Name
Class

Identified Behaviours:
1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

1st Session
____ arrive on time work work work work work
____ begin work completed complete complete complete
____ attitude manners manners manners manners
____ identified behaviours identified behaviours identified behaviours identified behaviours

2nd Session
____ begin work work work work work
____ work work work work work
____ completed complete complete complete
____ attitude manners manners manners manners
____ identified behaviours identified behaviours identified behaviours identified behaviours

3rd Session
____ begin work work work work work
____ work work work work work
____ completed complete complete complete
____ attitude manners manners manners manners
____ identified behaviours identified behaviours identified behaviours identified behaviours

Comments

Student Signature
Teacher Signature
Parent Signature

*Behaviour Codes:  G = Good  S=Satisfactory  B=Below Expected level

Parent to sight and sign at commencement of contract:

Administration to sight and sign at end of contract:
SUSPENSION GUIDELINES

The principal will consider...
- the welfare of the student, teachers and other students;
- immediate suspension where the safety of staff and students is considered at risk; and
  (Discussions with student and parents will be held as soon as possible after the student is suspended)
- that suspension must be completed in the current year;
- related behaviour history.
If reasonably satisfied that grounds for suspension exist, the principal may suspend a student for...
- not more than 5 school days; or
- 6-20 school days.

If suspension occurs, the principal will give the student a written notice stating...
- that the student is suspended;
- the reason for the suspension; and
- the period of the suspension.
  If suspension is for more than 5 school days the notice will also state...
  - that the student may make a submission against suspension to the principal’s supervisor; and
  - the way in which the submission may be made.

During suspension
- Students will be expected to complete a Reflective Alternative education program
If a student is suspended for more than 5 school days, the principal will coordinate...
- arrangements for placing the student in an alternative education program; and
- a meeting, including parents and student to discuss an alternative education program for the student.
  Outcomes from this meeting will be...
  - management of the student’s suspension;
  - strategies to address the student’s behaviour difficulties and learning needs; and
  - strategies to assist the student’s re-entry to school.

Following formal suspension and re-entry, the student will...
- re-join the plan at the pre-suspension stage;
- have their subsequent behaviour plan for next week or to be determined by the principal, reviewed and be further restricted consistent with sound behaviour management principles.
- attend a re-entry meeting held with parents, principal, class teacher and support staff where conditions of re-entry are clearly defined and agreed to by all parties.
EVERTON PARK STATE SCHOOL DRESS CODE - UNIFORM, HAIR AND JEWELLERY:

Section 360 of the Education General Provisions Act (2006) states that
1. A state school’s principal may develop a dress code for the school’s students that is to apply when the students are attending, or representing, the school
2. The dress code may provide for the following:
   • standards of what is acceptable in relation to the clothing worn by the students, including headwear and footwear;
   • standards of what is acceptable in relation to other aspects of the personal presentation of the students.

Everton Park State School has developed its School Dress Code in consultation with the school community, including staff, students, and P&C. The dress code addresses three important aspects - safety, appearance and comfort. It has been decided that the wearing of the school uniform has the following benefits:
   • it promotes a sense of identity and pride
   • children are easily identifiable
   • the design affords some measure of sun protection

Everton Park State School has always prided itself on the large number of students who always wear their school uniform. Education Queensland has given schools, who adopt an official Dress Code, more responsibility in enforcing the wearing of the school uniform.

Children will not be disadvantaged for not wearing a school uniform to school. However, children not in the correct school uniform will be asked to change into a school uniform provided by the school or their parents will be called to provide a uniform if they do not have their uniform with them. Consequences can be applied if a child then refuses to change into the correct school uniform as outlined in the school’s Behaviour Management Policy. Our school has a small supply of school shirts, shorts and school jumpers.

Everton Park State School has developed its School Dress Code in consultation with the school community, including staff, students, P&C and School Council. The dress code addresses three important aspects - safety, appearance and comfort.

The Everton Park State School Dress Code stipulates the following standards:
All students are required to:
   • wear school uniform at all times, unless otherwise stipulated by the principal (such as Free Dress Days) – this includes sporting and cultural activities, excursions, school photos and special parades/assemblies
   • wear enclosed shoes/joggers – predominantly white or black shoes and white socks are acceptable.
   • wear broad brimmed hats in school approved colours and with no additional writing or graffiti for all outdoor activities - the ‘no school hat, no outdoor play’ rule is strictly enforced.
   • wear swimming caps and sun protection shirts when participating in swimming activities
In addition girls are required to:
   • wear one piece swimming outfit when participating in swimming activities
   • wear appropriate hair ties to ensure hair is out of their faces
Hair colour is to be natural – outlandish coloured hair is not acceptable

The wearing of jewellery is to be kept to a minimum including:

- a watch and plain studs or sleepers in ears
- no other form of jewellery or adornment is to be worn, except for medical, cultural or religious purposes
- for safety reasons students may be asked to remove jewellery for some activities
- no responsibility will be taken should jewellery or other valuables be lost or damaged
- Students wearing jewellery of a cultural or religious significance require approval from the principal in writing.

Make up and nail polish are not permitted at any time.

On Free Dress Days, clothing should be of a standard that is deemed safe, appropriate and not likely to cause offence.

UNIFORM, HAIR OR JEWELLERY BREACHES:
Depending on the circumstances, students in breach of the act may be:

- Prevented from attending an activity where they are representing the school
- Prevented from participating in an activity where safety is an issue
- Required to remove inappropriate clothing or jewellery
- Requested to change into school supplied shirts, shorts or jumpers (if available)

Where a child is directed to change into a school supplied uniform and they do not adhere to the direction, consequences including detention, can be applied. The process for uniform and jewellery breaches is as follows:

- 1st and 2nd uniform/jewellery breach during a school term - letter sent to parents/carers notifying of breach – student provided with uniform owned by the school (warning as to impending detention for further breaches and jewellery held in office for parent collection)
- 3rd uniform/jewellery breach during a school term - detention and letter sent to parents/carers (jewellery held in office for parent collection)
- Subsequent breaches during a school term: 20 minute detention

BEHAVIOUR POINT:
- Failure to adhere to the School Dress Code will result in letters of breach being issued and may result in detentions being applied (steps outlined above).
- Students in breach of the Uniform Standard will be required to change into school supplied uniforms if available.
- Students in breach of the Jewellery Standard are to be warned and jewellery removed.
Date

Dear (Parent/Caregiver)

This letter is to inform you your child has breached the Everton Park State School Dress Code.

Your child has been formally warned in relation to the following points:

☐ Uniform
☐ Footwear
☐ Jewellery
☐ Hair

Your child has been informed of the consequences attached to further breaches of the Everton Park State School Dress Code.

Enclosed is a copy of the Everton Park State School Dress Code as per the Everton Park State School Responsible Behaviour Plan for Students.

Please contact me if there are any circumstances preventing your child from adhering to the Dress Code, if you have any questions or you would like to discuss this matter further.

Yours sincerely

Class Teacher
Examples of Preferred Footwear

Examples of Acceptable Footwear

Examples of Unacceptable Footwear
# Everton Park State School Office Referral Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring Teacher:</td>
<td>Class:</td>
</tr>
</tbody>
</table>

Student went to ‘Time Out’ because they chose not to:
- [ ] Follow staff directions
- [ ] Keep hands and feet to self
- [ ] Remain in the appropriate area
- [ ] Use appropriate language
- Other: ___________________________

Student went to ‘Buddy Class’ because they chose not to:
- [ ] Follow staff directions
- [ ] Keep hands and feet to self
- [ ] Remain in the appropriate area
- [ ] Use appropriate language
- Other: ___________________________

*While at ‘Buddy Class’ the student has:*
- [ ] Completed their plan
- [ ] Followed direction
- [ ] Spoken to the Teacher
- Other: ___________________________

Student went to the ‘Office’ because they chose not to:
- [ ] Follow staff directions
- [ ] Keep hands and feet to self
- [ ] Remain in the appropriate area
- [ ] Use appropriate language
- Other: ___________________________

*While at the ‘Office’ the student has:*
- [ ] Completed their plan
- [ ] Followed direction
- [ ] Spoken to the Principal
- [ ] Parents have been contacted
- Other: ___________________________

*The follow-up consequences for the student will be:*

______________________________
______________________________
______________________________
______________________________

Signed:  
Teacher  Buddy Class Teacher  Principal  

*Please ensure you attach all ‘Behaviour Plans when the students goes to the office. Plans and referral sheet must be filed in the class behaviour file.*
Appendix 16

Letter to Parents re the use of Mobile Phones.

EVERTON PARK STATE SCHOOL
Deakin Street
Everton Park Q 4053

Re: Permission to have a mobile phone at school

It is understood that some students are issued with mobile phones by their parents and caregivers for safety when travelling to and from school. If you require your child to have a mobile phone at school, please sign and return the following permission form, accepting the following policy:

1. All students who bring a mobile phone are asked to have a signed permission note from their parent or carer.
2. Mobile phones are not permitted in classrooms or in the playground.
3. Mobile phones should be switched off and stored safely and securely in a child’s bag once they are at school.
4. Like all valuables that are brought to school, the onus is on the parents/caregivers/student to ensure that the mobile phone is kept secure.
5. The school accepts no responsibility for loss/damage of valuable items.
6. Students are not to access or use the mobile phone during school time (8:50-3:00). This includes sending texts, using social media, accessing the internet, taking photos or making calls.
7. Students found not following the policy will have their mobile phones held at the office for collection at 3:00pm.

For safety reasons it is imperative that all contact to students during the school day is done through the office. We ask parents not to call or send messages to students on their mobile phones during the school day.

Yours faithfully,

Brad Clark
Principal

I give permission for my child ________________________________
in class ______________________ to have a mobile phone at school. I understand and accept the policy that are stated above.

Parent/caregiver signature: __________________________ Date_________________
Appendix 17

Examples of Everton Park State School’s recognition of positive behaviours.

- Bees Knees
- Student of the Week
- Gold, Silver, Bronze Awards
Appendix 18

Everton Park
State School

Code of Behaviour

Parents are to discuss this with their child.

BE SAFE
You know you are being safe when you:
- Respect the personal space and property of others
- Follow school routines and procedures consistently
- Move safely around the school environment
- Resolve problems and conflict without verbal and physical aggression
- Use equipment safely

BE RESPECTFUL
You know you are being respectful when you:
- Act in ways that show you care about the rights and feelings of others
- Treat others people's property with care
- Listen attentively when others are speaking
- Speak in a way that shows you care about the rights and feelings of others
- Learn and follow the school code and procedures consistently
- Act in a way that shows you care about your own self
- Choose to work in positive ways with other school community members
- Follow directions from school staff and responsible adults in the school community promptly
- Accept that you are responsible for the choices you make and consequences of those choices
- Demonstrate an increasing willingness to make appropriate choices independently - developing greater self-control
- Act and speak in a way that demonstrates good manners towards others

BE AN ACTIVE LEARNER
You know you are being a learner when you:
- Give your best effort to each task at school
- Manage time well
- Contribute positively to activities at school
- Cooperate in plans made to support you
- Choose to work in positive ways with other school community members
- Make an effort to be organized - to have the right equipment at the right time and place
Everton Park State School Values

- Responsibility
- Respect
- Caring
- Cooperating
- Achieving
School Rules

Be Respectful

Be Safe

Be an Active Learner