Responsible Behaviour Plan for Students

1. Purpose
Nerang State School’s Responsible Behaviour Plan aims to create a safe, supportive and disciplined learning environment where everyone has the opportunity to succeed.

2. Consultation and data review
The plan has been through consultation with staff, P & C Association and the School Council. The school has a committee that meets regularly to discuss supportive school environment issues.

3. Learning and behaviour statement
Nerang State School Community believes that:
- All students have the right to learn
- All teachers have the right to teach
- All members have the right to be safe
- All members have the right to be respected
- All members have rights and responsibilities
- Appropriate and inappropriate behaviours have consequences
- We learn self-responsible behaviour through instruction and modelling

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour
- **Universal behaviour support**
  At Nerang State School we:
  - develop warm, respectful relationships between staff, students, parents
  - offer inclusive programs that accept and respect all students
  - offer a broad, balanced, vibrant, relevant, rigorous curriculum
  - use a common language - Are you: Being a Learner, Being Safe, Being Responsible, Being Respectful, Being Friendly?
  - display *Star Student Behaviour Chart* in every classroom (see appendix)
  - have a designated time-out area with the following poster *Sit quietly – Take a breath – Cool down – Have a think – Do your work*
  - have a Buddy Class relationship
  - explicitly teach what it means to be a learner, be safe, be respectful, be responsible, be friendly
  - utilise Philosophy approaches which develop thinking and discussion
  - provide reward systems for positive classroom and playground behaviour
  - provide a Rewards Day activity each term for students who demonstrate Star Student Behaviour (no more then 2 Work Groups)
  - provide a broad range of lunchtime activities and facilities
  - provide students with opportunities to develop leadership skills
  - provide ongoing professional development for all staff
Targeted behaviour support
At Nerang State School we:

- have a Teacher (SWD) to support students with a disability and other high needs students
- employ a Behaviour Teacher to develop individual behaviour plans to support students with challenging behaviours as well as work with small groups
- offer personal development programs eg Learning Engagement Online (LEO), Titans’ Learning Centre program, Radiance Program, Magic 1 2 3 (for parents/carers)
- employ a Guidance Officer and Family Support Worker/Chaplain to work with parents, students and teachers.

Intensive behaviour support

- Alternative Education Referrals
- Behaviour Teacher
- Individual mentoring
- Specialist referral
- Intensive counselling and mentoring.

5. Emergency responses or critical incidents
A crisis staff response team has been trained in physical restraint and strategies to be used when a student is in serious trouble.

The school has options in lockdown procedures and in dealing with hostile people on site.

Basic defusing strategies

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

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

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

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

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

**Non Violent Crisis Intervention (NVCI)**
Staff may make legitimate use of NVCI 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.
- Students have expectations to bring safe objects only to school. Where this is suspected to be breached, staff are able to temporarily confiscate such items prior to parents being contacted.

Appropriate NVCI may be used to ensure that Nerang’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of NVCI is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Staff are advised to avail themselves of training in physical restraint.

NVCI 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:

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

NVCI 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 NVCI made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
always be the minimum force needed to achieve the desired result,
and
take into account the age, stature, disability, understanding and
gender of the student.
be followed by a debrief (see appendix)

6. Consequences for unacceptable behaviour

Every attempt is made to positively encourage students with learning goals
and rewards to aim for in their learning. Where this is temporarily
unsuccessful, consequences for inappropriate behaviour include (Please note
that Prep and Year 1 students use Time Out in class among other strategies
and not Buddy Class. Students requiring extra support should be referred to
Administration.)

RULE REMINDER with consistent common language - Are you being a
learner? Are you being safe? Are you being responsible? Are you being
respectful? Are you being friendly?

TIMEOUT in CLASS - student works at a designated area until invited to
return to desk if his/her behaviour is being disruptive to the learning and
teaching.

TIMEOUT in BUDDY CLASS - student works in another class until the end
of the teaching session after two time-outs in own class and disruptive
behaviour is continuing.

WORK GROUP - the student must attend a 20 minute lunchtime session with
the Work Group teacher. Work Group forms are posted/mailed home.
- One Work Group - not demonstrating Star Student Behaviour - we
aim for self-managing of their choices and encourage them to
improve
- Two Work Groups - parent/carer receives a letter informing
them that their son/daughter is at risk of not being be invited to
attend the end of term Rewards Day
- Three Work Groups - parents receive a further letter to arrange
a meeting with teacher, admin, behaviour teacher to discuss a
behaviour plan
- Four Work Groups may result
in referral to administration and the
student not being eligible to attend out of school events - Gala
Sports Days, excursions, camps

A Work Group is given when a student:
- had 2 Buddy Class referrals for disruptive behaviour in the same day
- had 3 Buddy Class referrals for disruptive behaviour in the same week
- has repeatedly ignored a teacher's instructions
- administrative intervention has been required
- has thrown objects at others eg sticks, stones
- is repeatedly late for class/ doesn't hand in mobile phone
- has been involved in rough play - tackling, pushing
- repeatedly wears incorrect uniform or refuses to wear school hat
• has stolen/destroyed the property of others

**REFERRAL TO ADMINISTRATION**

Major behaviour breaches result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then contacts the office and the student is escorted to the office. Major behaviours are those that:

• significantly violate the rights of others
• put others/self at risk of harm including the possession of weapons and knives; or
• require the involvement of school Administration.

Major behaviour breaches may result in student suspension or exclusion when other management strategies have been exhausted or deemed to be inappropriate under the individual circumstances.

A re-entry interview is required after a suspension before the student is allowed to return to the classroom.
#Behaviour Management Support

##Class Behaviour Support Plan

###Level 1
- **Star Student Behaviour** - acknowledgement of appropriate behaviours
- Establishment of Classroom Rules/Expectations/Consequences
- Establishment of Classroom Rewards System
- Signed by student/parent as an acknowledgement of classroom rules/reward system

###Level 2
- **Rule reminder** of appropriate behaviour eg Are you being a learner? Are you being safe? Are you being respectful? Are you being responsible? Are you being friendly?
- Redirect and clarify consequences, re-locate
- Self-Reflection by teachers on curriculum, modified learning programs, structures

###Level 3
- **Time Out 1** in class, move name down on Star Student Behaviour Chart
- Each class Time Out area displays: Sit quietly - Take a breath - Cool down - Have a think - Do your work
- Following Time Out, teacher to engage student in conversation re improved behaviour in class. Acknowledge and reward efforts in the right direction.
- If behaviour continues **Time Out 2** in class and student's name is moved again on the Star Student Behaviour Chart

###Level 4
- **Buddy Class** Time Out and student's name is moved on the Star Student Behaviour chart
- Minimal engagement of student on arrival
- Student to complete task set by teacher
- Positive acknowledgement of completed work before student returns to class.
- **Two Buddy Class referrals in the same day requires a Work Group**
- **Three Buddy Class referrals in a week - requires a Work Group.**
- On return to class, teacher to engage student in conversation re improved behaviour in class and may develop an individual behaviour contract with targeted behaviours rewarded. Acknowledge and reward efforts in the right direction.
**Level 5**
- **Work Group** - teacher completes Work Group slip, enters on One School and puts in staff room. Student completes Work Group. A student may have 3 Work Groups before moving to next level.
- Work Group slip posted/emailed home for parent signature.

**Level 6**
- **Parent Teacher interview** when 3 Work Groups have been recorded in the same term. In consultation with parents/teacher/BAT a behaviour plan is devised and regular communication organised. Referral for extra support with BAT, FSW/Chaplain etc may be organised.

**Level 7**
- Guidance Officer involvement, BAT involvement, review of Behaviour Plan, playground plan.

**Level 8**
- **Out of School suspension** - if student has another series of 4 Work Groups recorded an out of school suspension is given
- Referral to other agencies counselling, 3R Program, The Annex, Paediatricians could be considered
- Child and Youth Mental Health may be part of re-entry conditions

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**Playground Behaviour Support Plan**

**Level 1**
- **Star Student Behaviour** - acknowledgement appropriate behaviour
- **Star Behaviour Award**

**Level 2**
- Rule reminder of appropriate behaviour - Are you being safe? Are you being friendly? etc. Redirect, clarifying, consequences - eg walking please

**Level 3**
- **Seated time** out (5 mins) or walking with teacher on duty

**Level 4**
- **Work Group** - same as above Level 5 - reported to class teacher
- Parents may be contacted by admin
Level 5

- **Parent Teacher interview** after third Work Group in the term or less. In consultation with parents/teacher/BAT a behaviour plan is devised and regular communication organised. Referral for extra support with BAT, FSW/Chaplain etc may be organised.
- Behaviour Plan may include organisation of a playground buddy, playground licence or restricted play eg. only in library.

Level 6

- **Restricted Play Plan** - when 4 Work groups are recorded a student may be placed on a Restricted Play Plan.
- **Out of school suspension**/ exclusion are further consequences if behaviour does not improve
- Referral to other agencies, counselling, Alternate Education Programs etc Paediatricians, Child and Youth Mental Health may be part of re-entry conditions

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When a student’s name is moved down on the Star Student Behaviour chart it stays there until the start of following day

7. Network of student support

| Class Teachers | In class rewards |
| Specialist Teachers | Teacher Aides |
| Learning Buddy | BAT Support |
| Buddy Classes | Alternative Education programs eg 3R |
| Administration | DOCS |
| Learning Support Teacher | CHYMS |
| Guidance Officer | Doctors / Specialists |
| Student mentor | Psychologists / Social Workers |
| Adult mentor | Monopoly social skills |
| LEO | |
| Mind Up | |

8. Consideration of individual circumstances

The school offers a broad range of support programs that are solidly based in best practice, have evidence for their success and are culturally aligned and appropriate.
Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. In this instance parents will be contacted and safety arrangements including options for taking the student home discussed.

9. Related legislation

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

10. Related departmental 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

This could include:

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

Endorsement

Principal

P&C President or Chair, School Council

Principal’s Supervisor

Date effective:

from ........................................... to ..........................................
Appendix 1

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.

Mobile Phones
All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00pm. All care but no responsibility will be taken for equipment.

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 a set period deemed necessary by the Administration.

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 unless given permission from teaching staff.

Staff are asked to be visible as students use these devices to monitor content and appropriateness of what students are engaging with.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

**Text communication**

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

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

1. *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

**Special Circumstances Arrangement**

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

* Personal Technology Devices includes, but is not limited to, games devices, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

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

Nerang State School adopts zero tolerance to bullying. Bullying is defined as ‘the abuse of power intended to cause distress to other persons’. It may include repeated behaviour that is covert, subtle and can be social, psychological, verbal, physical, cyber or sexual in nature.

Cyber bullying occurs when technology, such as email, mobile phones, chat rooms or social networking sites are used to verbally or socially bully another person. This could include sending or posting abusive, threatening, humiliating or harassing messages, images or videos.

Bullying undermines students having the right to learn and the right to safety and prevents students reaching their full potential.

Nerang is a ‘telling’ school in regards to bullying. Students are encouraged to say:
- ‘Stop I do not like/want that’
- If behaviour continues tell a staff member

Other students who observe any bullying are encouraged to use their influence to intervene and/or tell a teacher.

All students are explicitly taught about bullying. Consequences will apply for students who engage in this behaviour.

Purpose

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

2. There is no place for bullying in Nerang SS. 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 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 Nerang SS 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. We encourage witnesses to use their 'power' to dissuade any occurrences and to voice their opinion assertively to perpetrators.

7. The anti-bullying procedures at Nerang SS 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.

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 school rules and have been taught the expected behaviours 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 playground areas of the school
• A high level of quality active supervision is a permanent staff routine in the playground areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated playground supervision areas.

9. Bullying Surveys conducted twice yearly and strategies taken from this data may include:
   • Classroom units of work
   • Police visits
   • Targeted group behaviour management strategies
   • Guest speakers
   • Theatre productions

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

Nerang SS also uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility is one way the school can track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Parent Information Letter 1 – to be sent home in Week 1
CLASS and PLAYGROUND RULES, CONSEQUENCES and REWARDS 1

Nerang State School’s RULES and CONSEQUENCES have been developed to help protect:
- each teacher’s right to teach
- each student’s right to learn
- each person’s right to be safe

Nerang State School Behaviour Rules:
- reflect a safe, supportive and disciplined learning environment
- encompass positive reinforcement of appropriate behaviour
- encompass clear, consistent rules with fair and equitable consequences for unacceptable behaviour

The rules are written to encourage:
LEARNING, RESPONSIBILITY, RESPECT, SAFETY, FRIENDLINESS.
They are developed collaboratively, owned by all and familiar to everyone.

All students are expected to:
- Tell the TRUTH
- Treat others FAIRLY
- Try their BEST

PROACTIVE and PREVENTATIVE STRATEGIES
- explicitly teaching what it means to be a learner at Nerang SS
- explicitly teaching the rules of the classroom and playground
- displaying of class/playground rules and rewards in every classroom
- developing warm, caring relationships with all children
- providing a relevant, vibrant curriculum
- providing a variety of lunchtime activities
- reinforcing and rewarding positive classroom and playground behaviour

REWARDS include:
- classroom reward system eg raffle ticket system
- Star Awards; Class Certificates - awarded on assembly
- Awards for high attendance
- Happy Hour calls by admin to parents/carers
- Bunch for Lunch organised by Behaviour Teacher
- Principal’s Award for the highest achieving student in each year level for Term 1 English, Term 2 Maths, Term 3 Science
- Rewards Day at the end of each term eg Term 1 – Easter Hunt, Term 2 – fun activities on the oval, Term 3 – disco, Term 4 – movies/pool
- Awards Day at the end of the year

LUNCHTIME ACTIVITIES include:
- Activity Room featuring table tennis tables, board games etc
- Computer Labs open
- Chess Club
- sports equipment available for borrowing
- organised sport activities
- Chill Out Room open

SUPPORT for STUDENTS includes:
- Behaviour Teacher, School Chaplain, Guidance Officer
- Social skills programs, Radiance Program
- Titan Learning Centre program, Learning Engagement Online

Parent/Carer’s signature: ___________________________ Date: ______________________
RULES, CONSEQUENCES and REWARDS

CLASSROOM BEHAVIOUR - PLAYGROUND BEHAVIOUR
Classroom behaviour is expected to respect the teacher’s right to teach, other students’ right to learn and everyone’s right to safety.
Playground behaviour is expected to be safe, responsible, respectful and friendly. The school has zero tolerance to bullying and the children are taught that Nerang is a TELLING school and anyone bullying (physical, verbal, cyber) should be reported immediately.

CONSEQUENCES for UNACCEPTABLE BEHAVIOUR
Consequences for inappropriate behaviour include:

- Rule reminder – eg Are you being a learner? Are you being safe? Are you being responsible?
- Timeout in class – student works at a designated area until invited to return to his/her desk
- Timeout in Buddy Class – student works in another classroom until the end of the teaching session if he/she has already had two timeouts in own class
- Work Group - the student must attend a 20 minute lunchtime session with the Work Group teacher. Work Group forms are posted/emailed home.. After 2 Work Groups parents receive a letter advising that their child is at risk of not attending the end of term Rewards Day. After 3 Work Groups parents receive a letter to arrange a meeting with teacher, admin, behaviour teacher to discuss a behaviour plan for their child. 4 Work Groups in a semester may result in an in-school suspension.
- Referral to Administration - student works in another class for the day and spends both lunch hours in the office
- Out of school suspension - student does not come to school but is given school work to complete at home

A WORK GROUP is given when a student:
- has had 2 Buddy Class referrals in one day; 3 Buddy Class referrals in one week
- repeatedly ignores a teacher’s instructions
- has had to have the principal/ deputy principal remove them from the classroom to work in the office
- has bullied another student
- has thrown objects at others eg sticks, stones
- is repeatedly late for class
- has been involved in rough play – tackling, pushing
- repeatedly wears incorrect uniform or refuses to wear the school hat
- has stolen property
- destroys the property of others

REFERRAL TO ADMINISTRATION occurs when: Major behaviour breaches result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then contacts the office and the student is escorted to the office. Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm including the possession of weapons and knives; or
- require the involvement of school Administration.
Major behaviour breaches may result in student suspension or exclusion when other management strategies have been exhausted or deemed to be inappropriate under the individual circumstances.

A re-entry interview is required after a suspension before the student is allowed to return to the classroom.

Parent/Carer signature: ____________________________ Date: ________________
Appendix 5

TIME OUT/BUDDY CLASS REFLECTION

NAME:__________________________      Date: __________________________

1. Why were you sent to Time Out/Buddy Class?
   
   I was sent to Time-Out because

2. Which class rule were you breaking?

   Being a Learner    Being Responsible    Being Respectful    Being Safe    Being Friendly

   I was breaking the Being _______________________ rule

   because

3. What will you do better next time?

   In future I will

A reminder: To be invited to Rewards Day you must not have more than 2 Time Out referrals.
## RESPONSIBLE BEHAVIOUR CODE

### Responsibilities of Classroom Teacher
- Develop class rules with the class - send home to be signed/glue in book
- Have a classroom reward system – send home to be signed/glue in book
- Use a common language – are you being a learner, are you being safe, are you being responsible, are you being respectful, are you being friendly
- Set goals with students/set high expectations around learning and behaviour. Refer students to Student Services Committee if problems become evident/repetitive
- Explicitly teach rules of the school as per program
- Discuss the Behaviour Plan/display Behaviour Support Plan/Reward Chart and follow the plan
- Have a Time Out Area; have a Buddy Class – children to complete reflection sheet, reflection sheets to be kept as evidence
- Identify regularly students for Star Awards/Happy Hour Calls, Class certificates
- Contact admin if a student does not comply with a request to go to Time Out/Buddy Class
- Explicitly teach bullying program
- Conduct a Community of Inquiry – Philosophy every week for 30 minutes
- Ensure Work Groups (orange slips) are returned by students
- Ensure Work Group letter 3 is returned so interview re behaviour is conducted
- Liaise with parent/carer/admin sooner rather than later if student

### Responsibilities of the Student
- Help to write the class rules
- Take class rules home to be signed by parents/then glue in book
- Take classroom reward system home to be signed/glue in book
- Be a learner – be organised, use your hand to ask a question, answer questions, be curious, be a listener, have goals, ask for feedback, know my learning style, ask when I don’t know what to do, complete set tasks, try my best, do my homework, practise my musical instrument, don’t be disruptive
- Be responsible – be on time and where I should be, tell the truth, wear the uniform correctly, tell a teacher if I see something that is unsafe, return sports equipment, use sports equipment with care, be fair when playing games, play in the correct area, help younger students if they need to be helped, use the internet appropriately
- Be safe – walk on concrete, leave sticks and stones on the ground, keep hands and feet to myself, cross the road at the

### Responsibilities of Admin/BAT/TAEA
- Support the teachers so they can teach
- Support the students to learn and to make better choices - behaviour plans programs/plans for students with repetitive behaviours
- Provide classroom charts etc for display in rooms
- Provide template for reflection sheets/Work Groups etc
- Apply consequences as per the Behaviour Policy
- Communicate consequences to teachers
- Send out behaviour letters – post/email
- Organise end of term rewards
- Be visible - visit classrooms weekly to reinforce high expectations of learning and behaviour
- Ensure interviews are organised as a result of Work Group 2 letter
- Ensure re-entry interviews take place after a suspension
is presenting problem around behaviour/absenteeism

- Be punctual, active on playground duty, wear a hat
- Praise students for doing the right thing, model being friendly

pedestrian crossing, use sports equipment appropriately

- Be respectful – play by the rules, speak respectfully to all children/adults, listen when someone is talking to me, don’t interrupt when someone is talking, wait my turn, use appropriate language, don’t call people names, don’t bully
- Be friendly – be the one with friendly behaviours – say good morning, ask someone to sit with you/ join in a game, listen to what they have to say, don’t leave others out, explain the rules
## Appendix 7

### BEHAVIOUR EXPECTATIONS MATRIX

<table>
<thead>
<tr>
<th>Expectations</th>
<th>All areas</th>
<th>Classroom</th>
<th>Playground</th>
<th>Toilets</th>
<th>Eating Area</th>
<th>Bus Lines/Going Home</th>
</tr>
</thead>
</table>
| **Be Safe**   | ● Listen to and follow directions carefully  
● Use equipment for its intended purpose  
● Stay in approved areas  
● Keep hands and feet to yourself  
● Drink water regularly | ● Enter classrooms only when a teacher is present  
● Move calmly around the classroom  
● Keep all legs of your chair on the floor  
● Ask permission to leave the classroom  
● Know the procedure for safety drills | ● Wear your school hat and shoes at all times  
● Play school approved games only  
● Walk calmly on pathways  
● Leave sticks and stones on the ground | ● Leave food items outside  
● Put soiled paper in toilet  
● Flush the toilet after use  
● Wash hands thoroughly  
● Toilets are not a place for play | ● Move calmly to and from your eating area  
● Sit down while eating | ● Report promptly  
● Line up  
● Follow the teacher’s instructions  
● Walk to bus calmly in single file using the footpath  
● Carry bags safely  
● Use single file to enter the bus  
● Cross the roads at pedestrian crossings  
● Only cross the road on the green light |
| **Be Friendly** | ● Greet everyone with a happy smile  
● Help peers who are having difficulties  
● Ensure that your actions or words do not hurt others  
● Leave personal treasures at home | ● Give at least one compliment per day | ● Include everyone who plays fairly and by the rules  
● Be a good sport  
● Encourage others | ● Wait your turn  
● Remind others of toilet rules | ● Have interesting conversations during your lunch  
● Plan what you are going to do during play time and encourage others to join in play or sit with you | ● Younger children go on the bus first  
● Help others |
| **Be Respectful** | ● Use good manners  
● Use polite/appropriate language  
● Treat others as you would like to be treated  
● Take turns  
● Talk about others positively  
● Respond appropriately when being corrected or directed by an adult  
● Take pride in yourself, your school work and in your school and wear the school uniform with | ● Wait patiently for your turn to speak  
● Show interest in what others have to say or do | ● Agree on the rules of the game  
● Follow the rules of the game  
● Be a good sport and go out graciously without arguing | ● Respect others’ privacy  
● Leave toilets clean  
● Communicate feelings appropriately – writing on walls is inappropriate | ● Eat your own food only  
● Don’t waste your food  
● Be tidy with your food | ● Speak quietly  
● Be respectful to your bus driver  
● Be respectful to other people using the footpaths |
### Be a Learner
- Arrive at school between 8am and 8.50am
- Attend each school day unless you have a valid reason
- Be a problem solver
- Be involved in team work
- Do the best you can in all pursuits and set yourself goals
- Ask for assistance when required
- Be organised and ready for each school session
- Do your work to the best of your ability
- Know how you learn best
- Be curious
- Ask questions
- Be attentive
- Return neat and complete homework when due
- Learn new games and activities
- Make new friends
- Go to the toilet before starting each school session
- Have a drink of water before starting each school session
- Return to class promptly
- Understand that good health is achieved by eating fresh foods and that eating too many processed food items (chips, rollups etc) can make it harder for you to learn.
- Follow expectations
- Make good choices

### Be Responsible
- Deposit mobile phones or other electronic devices to the school office before the start of school
- Food purchased at the tuckshop must be eaten at the tuckshop
- Make sure that all litter is placed in the bin
- Practise good hygiene
- Report unsafe/inappropriate behaviours
- Wear the school uniform correctly
- Take notes home and return signed if necessary
- Use computers for educational purposes only
- Return borrowed sports equipment
- Care for sports equipment
- Gardens are not a place to play
- Report inappropriate behaviour
- Bring a healthy lunch to school
- Leave eating area free of litter
- Look after younger children
- Go straight home

### Be a Learner
- PRIDE
  - Respond appropriately when being corrected or directed by an adult
  - Respect your’s and others’ property

- RESPONSIBILITY
  - Be Organised and ready for each school session
  - Do your work to the best of your ability
  - Know how you learn best
  - Be Curious
  - Ask Questions
  - Be attentive
  - Return neat and complete homework when due

- BEacon
  - Be a Learner
  - Be Responsible
  - Be a Problem Solver
  - Be involved in team work
  - Do the best you can in all pursuits and set yourself goals
  - Ask for assistance when required

- Go to the toilet before starting each school session
- Have a drink of water before starting each school session
- Return to class promptly

- Understand that good health is achieved by eating fresh foods and that eating too many processed food items (chips, rollups etc) can make it harder for you to learn.
**Appendix 8**

**WORK GROUP LETTER**

Dear 

I feel that it is necessary to inform you that the actions of (Name) have been affecting the learning/safety of other's at Nerang State School.

In recent weeks, (Name) has received two work groups. I would greatly appreciate it, if you could take the time to discuss his recent behavioural choices and reinforce how to make more appropriate decisions at school.

Please note that if (Name) continues to make inappropriate behavioural choices, a parent teacher interview will be required in line with our school's Responsible School Behaviour Code. This occurs when a child receives three work groups and moves through level 5. 

The levels are:

1. Positive reinforcement of appropriate behaviour
2. Reminder to reinforce appropriate behaviour
3. Time out in class
4. Time out in buddy class
5. Work Group

Please return the below slip confirming that you have been advised of your child's recent Record of Behaviour. I hope that through working in partnership we will be able to support your child's success at Nerang State School.

Regards

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Deputy Principal

Please return the below slip to the classroom teacher.

STUDENT NAME: 
CLASS:

I confirm that I received notification regarding my child's Record of Behaviour.

Parent Signature  Parent Name  Date

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Appendix 9

Dear ____________

I feel that it is necessary to inform you that the actions of (Name) have been adversely affecting the learning/safety of other’s at Nerang State School. In recent weeks (Name) has received three or more work groups. Our school’s Responsible School Behaviour Code requires a parent-teacher conference as your child has moved through level 5. The levels are:

1. Positive reinforcement of appropriate behaviour
2. Reminder to reinforce appropriate behaviour
3. Time out in class
4. Time out in buddy class
5. Work Group

Please complete the form below so a parent-teacher conference can be arranged this term. I would also ask that you discuss this matter with (Name) and have him reflect on his behaviour so that more appropriate choices can be made in Term 2. Please note that if (Name) continues to make inappropriate behavioural choices at Nerang State School it may result in a suspension. Please return the below slip nominating a day and time for a parent-teacher interview.

I look forward to working collaboratively with you to ensure future success for (Name) at Nerang State School.

 Regards

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Deputy Principal

Parent Name: __________________
Nominated date and time by classroom teacher _____________
Nominated date and time by parent______________________
Parent signature: _______________________

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